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Investigation of the status of international education in Colleges of Education at land-grant and state universities

Jing-qiu Liu
Iowa State University

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of education at land-grant and state universities**

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Iowa State University, 1992

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**Investigation of the status of international education in Colleges of
Education at land-grant and state universities**

by

Jing-qiu Liu

**A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY**

**Department: Professional Studies in Education
Major: Education (Higher Education)**

Approved:

Signature was redacted for privacy.

~~**For the Major Department**~~

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For the Education Major

Signature was redacted for privacy.

For the Graduate College

**Iowa State University
Ames, Iowa
1992**

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CHAPTER 1. INTRODUCTION

Since President Harry S. Truman presented his inaugural address on January 20, 1949, the United States has been challenged to enter a new era of foreign policy and global leadership (Division of International Affairs, 1987). With the passage of time and with the occurrence and the resolution of epoch-making international events, this new era is gaining increased recognition. Interdependence among nations is now not an opinion or a political statement, but a demonstrable fact. Tremendous advances in science and technology have accelerated the interaction among countries. It seems an axiom that the world is shrinking as a result of the increasing interdependence of nations (Atwell, 1990; Mayer, 1990; Pike & Selby, 1989; Hufstedler, 1980). Rapid transportation, instantaneous communication, and technically sophisticated modern industry have all brought about a growing interdependence among nations and driven the world to a certain commonality (Moore & Tull, 1983). Kenworthy (1970) described this phenomenon in terms of a metaphor: human beings are riding on a tidy craft of spaceship. Their choices are limited; their alternatives are few.

In cooperation with other nations, the United States is providing leadership to the world of the future. The events in the Persian Gulf, the dramatic turbulence in Eastern Europe, the democracy movement in China, the pollution of the environment by acid rain, the deforestation transforming many parts of the world, and the ease of

international travel are refashioning the current international structure and creating new problems as well as new opportunities. The invasion of Kuwait by Iraq involved not only the two countries, but the entire world. Political, economic, and military aspects of the role played by the United States were greatly affected. Although the movement towards democracy in the socialist countries does not bode the ultimate triumph of capitalism over communism, it does represent a political belief common to many peoples of the world.

In short, the problems of one country are becoming the problems of all. Wherever AIDS began, it has spread rapidly around the world. Thirty years ago, to control information flow, the Soviet Union jammed the Voice of America radio broadcast. With the introduction of satellite communications, the Soviet officials could no longer control mass information, and were forced instead to change their system (Lambert, 1990).

We have also entered an era of transnational corporations—of new modes of business and new economic realities. Eighty percent of all American-made goods compete with international rivals. And services are not immune: half of the revenues of the United States advertising firms and one-third of the Big 8 accounting firm fees are from overseas (Scott, 1988). In the corporate world, IBM is now running Kodak's U.S. data center. What is IBM? What is Kodak? The world is now a "planetary marketplace."

The United States is truly an international society not only beyond its borders, but also in its midst. It has always been a diverse society, but that trend is accelerating dramatically. The country is experiencing an immigration wave that rivals that of the turn of the century. This country is undergoing major demographic shifts.

The nation consists of more diversified racial and ethnic composition. In higher education, the United States is the major host country for foreign students and scholars. Reportedly, out of a worldwide total of about one million foreign students, more than one-third study in the United States (Gardner, 1990).

Under such circumstances, the policy of the United States in world affairs has inevitably led to federal government involvement in international programs. The federal government's initial reaction to international education government was provoked by the launching of the Soviet Sputnik. Approval of the National Defense Education Act in 1958 was a milestone in educational history. It indicated the federal government's desire to improve the quality of education and to strengthen Americans' expertise in foreign language and in international studies. This Act unleashed a series of legitimized actions. In 1966, the establishment of the International Education Act legitimated a broader federal role in international studies, although funds were never appropriated for implementation (Lorraine, 1981). Twelve years later, in 1978, the report of Jimmy Carter's Commission on Foreign Language and International studies was issued. Subsequently, the increased interest and needs were reflected in the International Understanding Program of 1980. The purpose of this program was to improve students and the public understanding of other cultures and of global interdependence of the nations (Moore & Tull, 1983).

International education is becoming part of the national educational goals. At the educational summit at the University of Virginia in Charlottesville in 1991, President Bush and the National Governors' Association established national educational goals for the year 2000. On the list of the goals, international education is not directly mentioned. But the goals, nevertheless, proposed that by the year 2000 ev-

ery adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and the responsibilities of citizenship (NCBE, 1990). Through this legitimating action on the part of the federal government, interest in international affairs was expanded. Divisions of the United States Educational Department made concerted efforts to contribute to the development of international education, and many international education programs and proposals were created (N.Y. State Educational Department, 1980). The most prominent of American international education efforts, the Fulbright Program, has involved 54,000 Americans and 100,000 scholars from abroad (Brademas, 1987). Although there are many criticisms of the lack of federal grants supporting international education (Brademas, 1987; Council on Learning, 1981; Lorraine, 1981; Rosenzweig, 1990), the foregoing emphasis of international education has been successful.

By the mid-1980s, a new thrust in international education was emerging. State-wide support contributed to this upsurge. A series of reports, in which international education and teachers' role in international education were highlighted, were issued by task forces on education (Alexander & Keas, 1986). The most distinctive manifestation of these is the reports from the National Governor's Association, which affirm the need for widespread international education in general. In the latest report of the Task Force on International Education, 1989, Governor Baliles, of Virginia states matter-of-factly that "Now Governors will work together to help shape a strategy for America in a highly competitive international arena" (p. 4). In the same report, comprehensive statewide strategies are proposed on the basis of specific goals and objectives. International education has been recognized as a guarantor of economic prosperity, national security, and world stability. In addition to certain rhetorical

statements, specific institutional initiatives for international education won the generous support of state programs (Scott, 1988). Clearly, institutional initiatives for international education can be conceived at a state or at national levels.

Both federal and state policies on the international level and the profound changes in our national and world environment have led many educators on the college level to rethink their educational priorities. Traditionally, international concerns have been federal responsibilities, and higher education programs are generally state level concerns (NASULGC, 1989). In view of the challenges from the world, these national and state interests must be combined. International education must be viewed as an interest of both, and one of rapidly increasing priority.

Land-grant and state universities are said to have an "essential partnership" (Clodius, 1987), i.e., a federal-state government collaboration dedicated to providing first-class educational opportunities for all Americans. To meet the challenging world situation and fulfill the educational priority, both land-grant and state universities are committed to providing a quality international education for the future citizenry.

Dibiaggio, Chairman of NASULGC, states that

The story of America's state and land-grant universities is the story of people and ideas. The accomplishments of these people and the ideas they have nurtured have revolutionized the world (p.5).

The history of both types of universities demonstrates their influence on American economic well-being, national security, and the quality of life of American citizens. In today's world, these universities are expected to play the same constructive role in serving the world, the nation, and its people. This expectation has been acknowledged by these public institutions, a notable example being the elevation of the

status of International Programs in the National Association of State Universities and Land-Grant Colleges which established the Division of International Affairs in 1987 (NASULGC, 1988). This promotion was a landmark in the evolution of international programming by the Association and indicates that public institutions of higher education share an understanding of the global society's needs for the coming decades. It remains incumbent upon these public institutions, however, to internationalize their campuses by providing students with knowledge of this multicultural environment and by giving them skills to communicate globally.

Who should be the central figure in the process of international education? This question is explicitly addressed in the Report of the Task Force of National Governors (1989), which states that "No group of individuals is more important than teachers for enhancing the international perspective of school" (p.16).

Throughout the entire educational process, there is always the need to link the macroscopic and the microscopic, the far-ranging philosophy and the daily decision-making, the fundamental goals and the specific objective. Teachers are the persons to bridge these extremes: without teachers' efforts, neither theory nor practice in international education could be improved.

It is said that teachers are immortal, for one never knows where their influence stops (Cheek, 1972). Surely, they affect the younger generation's destiny, helping shape and direct the environments in which value-building and character development occur. In the process of rebuilding the climate of a school in which international education is an integral part, a teacher's capacity to infuse international education into the classroom should be given priority.

If we are to discuss, according to the global perspective, the topics of teachers'

intelligence and their professional skills, we would examine teachers' colleges to see whether they make efforts to internationalize their institutions so as to help their students cope effectively and efficiently with the age of internationalization. As part of the public education system, teachers' colleges in land-grant and state universities should take the lead in emphasizing the overarching responsibility of teacher education in its broad inter-relationship with the society and the changing universe. More than any other time in history, today, teachers' education is committed to furnishing teachers with tools for analyzing a multicultural society and an interdependent world. When reorganizing their curricula and providing opportunities and resources so that students and faculty are both exposed to issues of primary international significance, teachers' colleges should place a quantitative and qualitative emphasis on international education.

Statement of the Problem

This study is designed to investigate the nature and the scope of efforts to internationalize teacher education in the three dimensions of teaching, research, and services at both land-grant and state universities.

The Purpose of the Study

The purpose of this research is to assess international education activities currently provided at College of Education at land-grant and at state universities. This study not only constructs an in-depth description of the international education per-

formance by these institutions, but also provides information for the improvement of international education through disclosure of the pragmatic deficiencies of international education practices in these institutions.

Study Rationale

In the recent decades of the twentieth century, citizens of every nation have come to face the irrevocable reality that their survival rests upon their citizenship in a "global village" in which they live. This increasing interdependence among nations has created a growing need for internationally educated citizens. International education is becoming recognized as an integral part of the entire process of education and is regarded as a significant contribution to people's education.

The quality of international education at education colleges is a measure of both the understanding of the significance of international education and the efforts made by these institutions on the part of international education. Potential influence is also exerted upon the quality of such courses provided at elementary and secondary schools.

Examination of international education activities at education colleges or at education schools in public institutions of higher learning will allow the profiling of international education at these institutions. Readers will be able to discern the growth and the development of programs and services with an international education dimension, as well as the issues in these programs and services and the distance between the current programs and societal needs for international education.

The result of this study should be helpful in assessment of the readiness of

international education for pre-teachers in their career development. Further, it is expected that the findings of this study would be useful to American educators in their efforts to improve international education at education colleges in these public institutions of higher learning.

Research Questions

State and land-grant universities share a strongly held viewpoint that higher education institutions should be committed to a three-fold mission: teaching, research, and public service (Dibiaggio, 1987). The research questions in this study reflect these three dimensions.

1. Do these public institutions highlight an international commitment in their mission?
2. Has curriculum on international education been expanded in the recent five years, and have more students become involved in the expanded curriculum?
3. Are formal courses with an international dimension being offered in these institutions? And are students required to take a minimum number of courses related to international studies?
4. What goals and objectives do teachers' colleges focus on to develop their students' global perspective?
5. Are there school-college collaborations to help in-service teachers enhance their international awareness and understanding and to help current students gain

access to ways in which to combine learned theory with practice?

6. Is there a mutual interest project or a sister-college relationship between these institutions and foreign colleges, and to what extent can faculty and students be involved in the project?
7. Are opportunities offered for students to be exposed to foreign people, cultures, and nations?

Procedures of the Study

The following procedures were used in the conducting of this research:

1. Identification of the population. Teachers' colleges or education colleges in land-grant and state universities were selected as the population in this study. Considerable time and efforts were spent in finding the universities in which there is an international education program in the education college or teachers' college.
2. Related literature and research. Related theoretical and research documentation was reviewed, analyzed, and summarized. The review of literature was of great assistance in defining and delimiting the scope of the study.
3. Approval of the proposal. The first draft of the proposal was submitted to the major professor for suggestions and direction. The proposal was subsequently presented at a meeting of the graduate Program of Study committee.

4. Development of research instrument. Based upon the three-fold mission for higher education—teaching, research and public service – and on certain curricular development models presented in the literature review, the instrument included these parts: demographic information, curriculum improvement, faculty development, collaboration, and resource development.
5. Pilot study. The questionnaire was sent to a small sample in order to determine the clarity and the effectiveness of the instrument, and at the same time to facilitate revisions based on the comments and feedback from the participants.
6. Collection of data. The questionnaires, along with a postage-paid return envelopes, were mailed to each of the selected institutions. Follow-up letters were sent to non-respondents one month after the initial mailing.
7. Analysis of data. All returned questionnaires were reviewed and coded. Coded data were entered into the mainframe computer at Iowa State University. Then the SAS package was utilized for statistical analysis.
8. Conclusions were drawn according to the results of the analysis, and findings were reported.

Terminology

International education

The process by which people acquire both a global perspective in explaining international events and an appreciation of the diversity and the commonalities of

human values and interests.

International studies

A wide variety of activities related to international issues and touching some aspect of the educational system.

International education programs

Those activities involving organized institutional relationships and the movement of scholars and students across national boundaries for teaching, research, and development.

Global perspective

Knowledge of the complex global systems, cross-cultural sensitivities and foreign language skills. Taken together, these can help individuals understand the interdependence of the world.

Delimitations of the Study

1. The commitment to international education should be shared by every institution. The investigation in this study is confined to land-grant and state universities.
 2. The goal of international education can best be met when it is infused into all areas of study. This research limits its survey within teacher colleges or education colleges.
-

3. Education with global perspective should be the responsibility of every teacher. This study mainly investigated the status of international education for pre-service teachers.

Assumptions

1. The formal education system is one of the most effective means of assisting the process of learning how to participate in policy analysis and formation. Academic and informational knowledge can be brought to bear on the formation of judgment by citizens, thus constituting a great contribution by the educational and informational systems to the society at large (Report of the Study Commission on Global Education, 1986).

2. As important elements in the public educational system, land-grant and state universities are the major institutions which need to make the commitment to international education for the world of the future.

3. Infusion of international education should penetrate beyond classroom throughout the entire educational process. International education is not a short-term, expedient task. All levels of school education should make concerted efforts to internationalize their education.

4. Teacher colleges have contributed to the concerns that many people have voiced about the public school system. This situation will persist in the coming years. Teachers' colleges must be held accountable for their performance in thoroughly preparing teachers for the public school system in the current national and international situation (Whitham, 1982).

5. The results discussed in this study are based upon the data collected by means of a survey sent to both land-grant and state universities where they have teachers' colleges or education colleges.

CHAPTER 2. A SELECTED REVIEW OF LITERATURE

This review of literature attempts to explore the national trends in international education and synthesize the research reporting activities and programs. The literature review should provide a strong and meaningful base for this study. This chapter is composed of five parts:

1. Definition of international education;
2. Rationale for internationalization of American education;
3. The historic background of both land-grant and state universities and their commitments in today's modern world;
4. The status of teacher education for international education; and
5. The recommended activities and programs with an international perspective.

What International Education is

The term, international education, is sometimes used interchangeably with that of global education. Throughout this study, this researcher will use the term international education so as to unify terminology.

It seems to be a consensus view (Arum, 1987a; Hadley & Wood, 1986; Rosengren, Wiley & Wiley, 1983; Wolansky, 1989) that international education means different things to different people. In Stephen's (1987) study, "International Education: What is it?" the author notes,

The terms used to refer to international education differ greatly. Professionals and non-professionals alike use one of the following terms interchangeably: international education, international affairs, international studies, international programs, international perspective, and international dimension. (p. 2)

From the standpoint of education, Rosengren, Wiley and Wiley (1983) define international education as encompassing diverse educational goals and strategies at different levels of school systems, colleges, and universities. They suggest that there are six broadly recognized subdivisions of international education: 1) area studies and foreign language; 2) multicultural and intercultural education; 3) international relations; 4) international development studies; 5) global issues education; and 6) education with a global perspective.

Although an exact definition of international education that is agreeable to all is difficult to arrive at, Arum (1987a) argues that a consensus regarding definition and representation is important if the proponents of and participants in international education are to speak knowledgeably among themselves. A common terminology should also facilitate communication between practitioners and funding sources. Alladin (1989) finds such a definition necessary for an understanding of teaching objectives of how to reach the goals set for the curriculum and of curricular implications.

In fact, many researchers have attempted to provide a clear definition on the basis

of their own comprehension and observations. Victor Mayer (1990) defines international education briefly as cross-cultural understanding and cooperation in solving world problems. Assessing the state of international studies in American universities, Robert McCaughey (1980) defines international education as training and research in the social sciences and humanities on topics of a multinational and international character, such as international trade, international relations, development studies, and comparative studies including at least one foreign area (cited in Anderson, 1981).

Commenting on this definition, Anderson (1981) states, "Such a definition is exceedingly restrictive when applied to international education in school" (p. 3). For purposes of researching international education in school, Anderson (1981) defines international education as education about the nature of planet earth, education about the nature of the human species, and education about the social structure of the world as a whole.

Hadley and Wood (1986) cited the definition by AACTE (American Association of College for Teacher Education, 1983):

International education is the process by which people acquire a global perspective to explain events in recognition of the increasing interdependence of nations and cultures. (p. 58)

This definition is accepted in subsequent research. The Council of Chief School Officers (1985) states that international education is both the formal approach to the study of the world and the incorporation of interdisciplinary projects throughout the curriculum as related to global issues.

Numerous individuals insist that international education needs to be viewed as part of education and as being more fundamentally important than a mere addition

to the curriculum. It should be a thread pervasive throughout the curriculum, as basic education and as part of basic skills program (Alladin, 1989; Hadley & Wood, 1986; Mayer, 1990; National Council for the Social Studies, 1982; Scott, 1989).

Because of the recent and expected demographic change in the United States, multicultural education has been proposed for inclusion in the international education curriculum. Alladin (1989), however, argues that international education is not the same thing as multicultural education. International education attempts to foster an international perspective, and multicultural education seeks to promote national unity out of cultural diversity. In addition, multiculturalism is concerned with domestic "multiethnic" issues, whereas international education pertains to global issues and encompasses a view of the world as a single system.

All told, it is obviously difficult to reach an agreeable definition of international education. But, to the ends of effective communication and clear delimitations of the scope of this study, the researcher summarizes the literature and defines international education as the process by which people acquire a global perspective to explain international events and an appreciation of the diversity and commonalities of human values and interests.

Rationales for Internationalization of American Education

"Education mirrors society, and the society it mirrors in contemporary times is world society" (Anderson, 1982, p.160). The world society is now, doubtless, a reality, although in the 1980s the question kept arising as to whether Americans would be able to continue pursuing their own destinies without undue worry about other parts of the world or, indeed, whether they would be able to live at peace with themselves

at home. The New York State Education Department (1980) explicitly states that whether Americans like it or not, the United States is tied to an interdependent world. The United States must act in a world only partly of its own making and choosing. The Department points out that,

The United States must seek to respond positively to the opportunities thrust upon it, more important, it has to respond intelligently to problems and crises in large measure by anticipating them before they happen and before they are beyond control. (p. 7)

The National Council for the Social Studies (1982) explains that human life has been internationalized such that each human being is constantly touched by interactions within the global system. The Council continues,

The growing interrelatedness of life on our planet has increased the need for citizens to possess the knowledge and sensitivity required to comprehend the global dimensions of political, economic, and cultural phenomena. (p.36)

In such a world, the internationalization of American education is becoming increasingly imperative. James Baker (1990) notes that, to maintain America's productivity and its power in the world, "the United States must pursue a number of domestic policies. One of these is improvement of the American educational system in order to enhance the skills of our citizens" (p. 3). Robert Scott (1989) views international education as the imperatives of national security, economic competitiveness, and environmental interdependence; the increasing ethnic and religious diversity of towns and schools; and the peaceful, respectful relations between nations. John

Brademas (1987) summarizes a four-fold rationale for international education: 1) The United States is the most powerful democracy on earth. The United States has obligations to affect the destiny of all humankind. 2) It is in the national self-interest to learn about other cultures and countries, as the world becomes interdependent economically. Americans need to be trained to work effectively with other nations' business people and companies. 3) America is a nation of immigrants. Because of the diversified ethnic and cultural backgrounds, Americans must be aware of traditions other than their own. 4) Americans should be familiar with civilizations and cultures beyond their immediate experience.

Human gap

James Botkin (1981) uses the metaphor "human gap" to describe the need for internationalization in American education. He explains that humanity is entering an era of extreme alternatives. Unprecedented human fulfillment and ultimate catastrophe are both possible. He states (1981),

Scientific and technological advancement have brought unparalleled benefits, knowledge, and power – yet people today seem unable to grasp the meaning of their actions, leading to personal, societal, and global confusion. This incapacity to cope with currently accelerating rates of change is the root meaning of *human gap*. The gap is the distance between growing complexity and our capacity to cope with it. It is a *human gap*, because it is a dichotomy between an accelerating complexity of our own making and a lagging development of our capacity. (p. 3)

Many researchers refer to this *human gap* through specific description. An editor in *Change* (1980) warned,

America's young face a set of new national and international circumstances about which they have only the faintest of notions. They are, globally speaking, blind, deaf and dumb; and thus handicapped, they will soon determine the future directions of this nation. (p. 16)

Six years later, Christine Drake (1987) made a similar comment by using the illustration of Americans' geographical illiteracy. Among the students entering basic geography courses at Old Dominion University, few had any conception of how large the United States population was as a percentage of the world's population, of what proportion of the world's resources the United States uses, let alone of the living conditions in many Third World countries. Consequently, Drake concludes that,

In the light of such ignorance about the world, it is no wonder that many people try to live as if the United States were self-sufficient and immune to foreign influence. Despite the overwhelming evidence that we are increasingly affected by what is going on internationally, we act like ostriches with our heads in the sand hoping that the complex and difficult problems of the world will simply go away or at least have no unpleasant impact upon us. (p. 300)

In a recent study, Charles Jernigan (1990) states,

The startling situation is that ignorance has changed very little over the past twenty years during a period when the world itself has become considerably smaller and more interdependent. The news media recently

reported on large numbers of students who identified Pennsylvania as a country somewhere in Europe, . . . or there was the student in one of my own recent classes who averred that the Crusades had an enormous effect on England, France, Venice, and Visa. (p. 11)

The gap between the complex world of reality and people's inability to deal with it has in the past undermined America's leadership position in the world and its cooperative efforts with other nations. In retrospect, poor planning and ignorance of essential information defined the early dealings of the Eisenhower and Kennedy Administrators with Fidel Castro's Cuba. America's dealing with Iran in the 1970's proved especially troublesome, with the tragic consequences of the American hostages in Tehran (Brademas, 1987). In *The Ayatollah in the Cathedral: Reflections of a Hostage*, Moorehead Kennedy, a former career Foreign Service Officer and the senior diplomatic official seized as a hostage in the 1979 student takeover of the American Embassy in Tehran, extracts the essence of the problem:

The misjudgments that paved the road to disaster in Tehran cannot be laid at the door of the Foreign Service alone. The Foreign service is made up of Americans. We all need to grow up internationally, to mature in important ways if our nation is to address Middle East terrorism effectively, and to grow in other ways, too, in order to offer a foreign policy worthy of the best we represent. (Cited in Brademas, 1987).

During the 1980's, momentous international changes have occurred. Former United States Secretary of State, James Baker (1990) describes the changes:

Approximately 90 percent of Latin Americans now live under democratic governments, compared with only about 30 percent in 1976 Internal political and economic changes are occurring in the Soviet Union and other communist countries. The United States and the Soviet Union are expanding their range of cooperation in areas of mutual interest. The two superpowers do not dominate world politics as they did during the generation after World War II. Instead other countries are becoming increasingly important political and economic players on the world scene (p. 1).

But despite such tremendous changes in the world scene, there are significant road blocks for America's success as a nation. The Report of the Task Force on International Education (1989) by the National Governors' Association points out that only twenty-seven states test students on social studies skills such as geography and world culture. And the secrets of international trade are frequently a mystery to businessmen. Many small and mid-sized business do not know where to get the information and resources necessary to allow them to compete in the international marketplace. Moreover, although the United States is the major host country for foreign students and scholars – out of a world-wide total of about one million foreign students, more than 35,000 study in the United States, Americans know little about either universities or societies in other countries (Altbach, 1990).

The changing world reality constantly challenges human beings to improve educational system and to enhance citizens' skills, so that the gap can be closed between reality and the human ability to master it.

Power of knowledge in the global community

Knowledge, more than ever in history, is power. Francis Acon insisted that knowledge can be actually applied to improve human life. Applied knowledge was to be used to relieve human pain and suffering and to reform human institutions (Cited in Brubacher & Rudy, 1967).

Thomas Jefferson noted (1987),

Too often, in world history, knowledge has been available only to those who held power, or the knowledge available to those in positions of power has been inadequate, or their advisors have told them only what they wanted to hear, and grave mistakes have been made. Every government degenerates when trusted to the rulers of the people alone. The people themselves are its only safe depositories. But 'Power to the People' is not a good slogan unless there is also 'Knowledge to the People' to go along with the power. (p. 14)

The particular behavior of individual nation states in a condition of international interdependence will heavily depend upon the consciousness of its citizens. This consciousness lies in the education that citizens receive. Education seeks to attach knowledge to all citizens and to produce more effective franchise. As citizens, Americans select their leaders and express their views on major issues, and most issues of public policy now have both domestic and international components. The aim of American education is to help citizens, and thus the nation, become effective participants in the journey towards the future: to give them the knowledge and the skills needed to arrive at informed judgments, to strengthen their commitment to

democratic values and process, and to make it increasingly possible for them to participate responsibly in the world in which they live (Report of the Study Commission on Global Education, 1987).

Humans are in a race. Those in the United States live among determined, well-educated, and strongly motivated competitors. To remain in a leadership position in the world of the future, America and Americans need to "grow up internationally." As a nation and as a people, Americans need to become adult in terms of their knowledge of the rest of the world, a world in which they exercise great power. Johnson and Benegar (1983) express their standpoint that the survival of the world and its inhabitants' quality of life will depend upon young people's capacity to develop the ability to think, to feel, and to act from a global rather than a personal, regional, or national perspective (Cited in Wolansky, 1989).

David Gardner (1990) states that,

Compared with other advanced industrial nations, our country has been slow to recognize the implications of the growing interdependence of the world. This is certainly in stark contrast to the developing nations of South and East Asia, whose economics are rooted in an aggressive participation in world trade. (p. 9).

The Report of the National Commission on Excellence in Education explains the consequences of these new economic realities:

These developments signify a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spread

throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. (p. 7)

Knowledge has manifested its miraculous power in the competition of the world scene. So Sanyal (1982) holds that humans should draw on the knowledge that has been accumulated over the centuries and enriched day by day with the very latest scientific discoveries, and should add to that knowledge the further dimension afforded by the culture, traditions, and experience that are peculiar to each nation. Only by mastering such knowledge can people make an effective contribution to the solution of the practical, everyday problems that the vast majority of the inhabitants of developing countries are as yet powerless to effect.

The knowledge with an international perspective is more than a collection of various subjects, and more than a sum of its parts. It should include major fields such as the humanities, the social sciences, the applied sciences. Posvar (1980) notes that,

Along with area studies, each having its appropriate aspects of politics, sociology, history, language, and culture of regions or countries, it is also essential to study global phenomena from the standpoint of a discipline.
(p. 25)

Klassen (1972) stresses the importance of a fundamental understanding of the key elements of global and national interdependence. The knowledge of understanding can equip young people to analyze and to respond intelligently to both domestic and international developments. General competence in a second language is regarded as a basis for comprehension of other cultures and of one's own in the global context.

Language skills are becoming increasingly essential for communication in a wide range of contexts.

According to Forouzesht (1990), education is the process of changing student behavior in a desired direction. Inasmuch as it involves thinking, feeling, and acting, a change of attitude towards other people, cultures and nations is viewed as an essential objective of international education. Klassen (1972) states that deep understanding of another culture will substantially enhance people's abilities to understand their own needs and changing world positions, and will enable intelligent consideration of highly complex developments on the world scene. Lambert (1990) writes,

With raised awareness of race, ethnicity and subculture, a newer image emerged: society as a 'salad bowl' – a container that allows different ingredients to mix together, each retaining its individual flavor. (p. 20)

Wolansky (1990) maintains that it is important to transcend the national borders so as to consider global issues, events, problems, and concerns. Ethnocentrism blinds. It can be a root source of misunderstanding and, more importantly, of misinterpretation. In short, it distorts our understanding of the world. Riesman holds that, in this context, internationalization requires that people with the most talents in the multicultural world become the most influential, rather than those with the most political grievances or power.

To effect attitude change from ethnocentrism to globalism, students must learn to see "through the eyes, minds, and hearts of others" (Ramber, 1991, p. 24). Posvar (1980) suggests that new courses in cultural appreciation might be developed for the purpose of enhancing the insight, respect, and intellectual humility emerging as a result of discovery and awareness of cultural differences. Cultural appreciation

should be reinforced by knowledge of the values and the manners of thought and communication of a foreign culture.

The mission of disseminating knowledge of the whole world and of helping the people gain and use power wisely should pervade the entire educational process. The National Council for the Social Studies (1982) emphasizes that the foundation of understanding of world events, the impact of international issues on daily lives, and the interrelatedness of peoples and cultures must be built at elementary and secondary levels. Gardner (1990) maintains that, "We need to give an international dimension to the education our young people receive, from kindergarten through graduate school, to educate the next generation for the global opportunities and responsibilities that will be theirs to embrace" (p. 12).

In a discussion of the "Back to Basics" movement, Cleveland (1980) proposes "Forward to Basics." He holds that,

Reading, writing, and arithmetic, science, humanities, and social studies are all basics, but the content of the basics has to shift with the times. What is basic in our time is the need for international competence. Not 'Back to Basics' but 'Forward to Basics' should be printed on the placards of the next generation's reformers. (p.20)

Land-grant and State Universities

Historical development of land-grant and state universities

The growth of universities in America was brought about by many factors – the rationalism and empiricism of the Enlightenment, the impact

of the American and French revolution, the influence of the resurgent German universities of the nineteenth century, and the utilitarian need for incorporating with fields of knowledge, such as science and modern languages into the curriculum to serve the requirements of an expanding society. When most of the older collegiate foundations failed to respond adequately to those demands, initiative passed into the hands of those who planned to organize, or who were actually organizing, foundations called universities. (Brubacher & Rudy, 1976, p. 3)

The university that Thomas Jefferson established at Charlottesville, Virginia, in 1825 was America's first real state university. From the beginning, it aimed to give more advanced instruction than the existing colleges did. But not until the years following the Civil War did the state university-building movement gather full steam (Brubacher & Rudy, 1967).

Responding to the rapid industrial and agricultural development of that time, the federal government stimulated public higher education with substantial financial grants. This policy became known as the land-grant movement. In 1862, Abraham Lincoln signed the first Morrill Act. The grants of federal lands resulted in the founding or further development of thirty-two state universities, twenty colleges or universities separate from the established state university, and sixteen institutions primarily for Negroes (Eddy, 1962).

The Morrill Act set the tone for the development of American universities, both public and private, for most of the ensuing one hundred years. Today, fifty-three principal state universities, 72 land-grant campuses, and twenty-four university system administration offices enroll more than 2.6 million students; annually invest more

than 33 billion in teaching, research, and public service programs; and award about 468,000 degrees yearly, including 60 percent of all U.S. doctorates (NASULGC Fact Book, 1989).

The social functions of land-grant and state universities

America's land-grant and state universities have played pivotal roles in the growth of American higher education and in the development of U.S. democracy. From their inception, these institutions bespoke an obvious purpose, which can be inferred from Morrill's addresses of 1887. Morrill noted that land-grant colleges were founded on the premise that a high-quality and broad education should be available in every state, within the reach of those whose destiny assigns them or who have the courage to choose industrial vocations in which the wealth of nations is produced; where advanced civilization unfolds its comforts; and where a great number of people require and impatiently await educational advantages (cited in Brubacher & Rudy, 1962).

Thomas Jefferson, America's third president and founder of the University of Virginia advocated a "useful American education." His view of land-grant and state universities was to "develop, through education, the reasoning faculties of youth, to enlarge their minds, and to cultivate their morals and to harmonize and promote the interests of agriculture, manufactures and commerce." (cited in NASULGC, 1989, p. 5).

Recently, President George Bush (1989) has summarized the implications of these institutions:

America's state universities and land-grant colleges opened the door of

opportunity to millions of talented kids whose background might have precluded their advancement and education. It marked the first time in American history, in world history, that people of every background were given a chance to prove their abilities through higher education. (cited in NASULGC Fact Book, 1989, p. 3)

These universities, dramatic symbols of the uniqueness of American higher education, have helped raise the standards of literate leadership throughout the Western world. They have pioneered the accreditation of high-school work so as to raise the standards of college preparation and have blazed the trail towards coeducation, extension, and direct community service (Brubacher & Rudy, 1967).

Historian Allan Nevins (Cited in NASULGC Fact Book, 1989) observes that the state and land-grant universities have an ever-sharpening responsibility for promoting freedom in inquiry, freedom in discussion and dissemination of truth, however unpopular. Nevins added,

These institutions have an equal duty . . . of keeping our nation an open society and mobile society. They have a prime function in contributing to equality of opportunity, giving every ambitious person, young or old, poor or rich, well-trained or ill-trained, a chance adapted to his gifts; helping people move freely from position to position, from rank to rank They have a duty of fostering a healthy diversity in intellectual and social life; of encouraging cultural experimentation; and of nurturing tolerance and liberalism – these being essential to an open society. (p. 8)

Afolayan (1986) notes overtly that, as a cartel of knowledge and information, universities have the unique obligation to create a heritage of international curricula.

Today, when the international system is in a state of change, state and land-grant institutions are not only a part of that change, but an active factor in shaping its outcome. Institutions of higher education are a key to the new transnationalism. International exchanges of students, professors, and research experts are widespread throughout these campuses. At the same time, American students and faculty swarm across the continents in uncounted numbers. These institutions have become agents for massive export of knowledge – all kinds of talent, skills, and leadership are delivered abroad and to foreign students at home (Posvar, 1980).

Missions of land-grant and state universities for international education

Because of the unique relationship between land-grant and state universities and federal state governments, these public institutions are essential partners with government (Clodius, cited in NASULGC, 1987). Committed to fulfilling an entire nation's hopes for the future, the institutions provide opportunities to combine training and research, study and production, tradition and progress, self-sufficiency and responsiveness to the world (Sanyal, 1982).

The Report of the Task Force on International Education by the National Governors' Association (1989) maintains that,

The higher education system educates America's future science, business, government and educational leaders. In the twenty-first century, the world will demand American leaders who can participate in international dialogues and in worldwide markets. (p. 19)

In response to this demand, the Report proposes that public institutions of higher education should strengthen administrative standards by means of heightened

language and social studies requirements. An international element should be infused into all majors. These institutions should share their academic expertise with school districts and the business communities. Discussion and interaction should be encouraged between higher education faculty and elementary and secondary teachers.

The newly established International Division of the National Association of State Universities and Land-Grant Colleges (NASULGC) is an acknowledgment by the nation's largest public universities that the destiny of the United States is increasingly influenced by international, even global, events and circumstances. The recommendations on international education priorities for the 1990s made by NASULGC (1989) to the new administration are as follows: 1) strengthen international education by seeking better ways to build national and state interests together in a partnership to back a stronger international education and research effort serving the nation's interest; 2) expand international exchanges by building Long-term linkages with institutions abroad, and then enlarging and deepening those exchanges; 3) build a new system of cooperation for development by promoting broadly based growth, attacking poverty, and stopping degradation of the environment in the next decade, for universities are well prepared to work with governments on programs in the developing world; and 4) support new research on global problems as land-grant and state universities are well-positioned to conduct research directed on issues of international significance.

The Status of Teacher Education

The importance of developing a global dimension in teacher education

Bacchus (1989) states that,

When societies are faced with important social, economic or political problems, there is a tendency for governments to expect educators to grapple with, and possibly even help to solve, them by offering new and relevant courses in the school. (p. 20)

The reason for this tendency is explained in the Report of the Task Force on International Education by the National Governors' Association (1989):

Education is a 'bottom heavy' enterprise, where the most important activity - that of teaching and learning - occurs in millions of classrooms around the nation No group of individuals is more important than teachers for enhancing the international perspective of schools. (p. 16)

In the article "International Education and Teacher Preparation," Betty Rear-don (1984) maintains that international education should receive priority in teacher education, if only because of the social function of education. She stresses that,

Never before has the role of teacher training in international education been so central to the achievement of the purposes of teacher training as it is today. Neither has there been a time when the centrality of teacher education to the entire mission of the university has been so significant. (p. 34)

She continues describing the prominent role of teacher education in creating meaningful and attitudinal social change,

Virtually every citizen receives schooling, through which are communi-cated the core values of the society and the basic knowledge necessary

to function and to participate in the economic and social orders. The achievement of a peaceful international social order, one which recognizes the interrelationships among and between the emerging global values of economic justice, human rights, and peace, will require that the citizenry of the world be educated in these values so as to learn to participate on the basis of equity and justice in the world social order. This goal in turn requires that teachers be educated in these same values and that their professional training provide them with an understanding of the major global issues which are involved in the building of such an order. (p. 35)

According to Harold Taylor's observation (cited in Tucker, 1982), the importance of teacher training with an international perspective can be summarized in a few phrases: 1) Education is only as good or as bad as the teachers who plan it and carry it out; 2) What teachers or anyone else can learn about world affairs depends upon how sensitive they are to the political, social, and cultural life around them in their own society and in the world at large; 3) Whatever they teach, teachers should be educated so as to raise their consciousnesses of what is happening to humankind in the contemporary world; 4) What needs to be done first if American teachers are to be brought into the mainstream of contemporary culture and world affairs is creation of a radically new concept of what a teachers' college should be.

Doubtless, teachers constitute the most influential factor in the whole educational process. Reardon (1984), therefore, maintains that,

Their (teachers') professional competence, their values, and their world views profoundly affect the knowledge, behavioral norms, and attitudes of their students. That the majority of institutions charged with their

professional preparation fail, despite the existential realities of the international system and almost in resistance to the decades of efforts of those few educators who recognized the essential need for international education, to provide such education is a shameful and dangerous situation. (p. 35)

Profile of teacher training in international education

Although international education is a movement with a relatively short history in American education, its national visibility has increased dramatically, as efforts towards internationalization of teacher education have begun being made in a large scale. As early as 1983, at the Annual Meeting of the American Association of Colleges for Teacher Education, Sebaly (1983) observes that the resources provided by the international education movement for teacher educators have become part of a nationwide network. He lists a number of resources then being developed: 1) teaching materials and technologies; 2) studies of cross-cultural settings and training programs; 3) studies of different beliefs about issues of world order; 4) preservice teacher education and international education; 5) curriculum innovation and institution building; 6) professional support groups; and 7) international participation in planning and implementing programs in international education.

In a case study at South Dakota by Hadley and Wood (1986), a number of promising practices resulted in the promotion of internationalization among teachers. The efforts to internationalize teacher training were concentrated in three areas: faculty development, curriculum modification, and identification of funding sources and resources.

Despite all the endeavors, there is a perpetual outcry about the ignorance of teachers regarding issues and areas of global understanding and international awareness. Ten years ago, the Council on Learning (1981) issued a statement about education and the world view. The council revealed that only five percent of all certified teachers in the United States had received education or training in international subjects. Two years later, it reported that the situation persisted. In the article "A Current Profile of the American Teachers", Howey and Gardner (1983) notes that although his data did not permit generalizations about the international knowledge based of the modal teachers, the teachers were somewhat skeptical of the depth and the breadth of their international understanding.

Examining what was happening in international education in 1985, Smith (1985) notes that many current social studies textbooks are inadequate, and many teachers were inadequately prepared to undertake the new global approach. For international education efforts to succeed, educators must be willing either to locate or to develop supplemental materials and to begin the kind of inservice programs that will make a lasting impact on the curriculum.

More currently, Gilliom and Farley (1990) painted an equally gloomy picture of teachers' preparation in international education. Such focus was typically lacking in teacher education programs. They found that,

The international background of the average teacher in-training tends to be as shallow as it is narrow, both professionally and personally. The failure of the reform efforts to address this program is a reflection of a pervasive ethnocentric mindset that runs throughout much of the educational establishment. (p. 69)

Of course, American higher education for teacher training has concerned itself with international education. But its scope has been quite limited. Concern concentrates on the antecedents of American culture. One example is the way in which teachers are taught to approach Western European history. Bowen (1982) observes that this subject is taught as a foundation for the understanding of the American heritage rather than as a basis for a cosmopolitan, or world outlook. Bowen (1982) admits that many institutions have made efforts to offer world affairs courses. Yet, on the whole, he maintains that the efforts to reach out beyond America have been feeble, and student participation has been minimal. In recent years, the situation has deteriorated as foreign language teaching has diminished, and as vocational subjects have increasingly dominated the curricula.

Roadblocks to internationalization of teacher education

At no point in U.S. history has the international education movement gained such recognition. Roadblocks to its future success in teacher training programs also exist. Carlson (1991) regards the two primary roadblocks – the bureaucratic and political structure of which the educational system is a part, and an unquestioning commitment to the myth of self-reliance – as temporary obstacles.

According to Tonkin (1988), one of the main obstacles is the nature of faculty training itself, or the configuration and the organization of academic research.

As for the curriculum, the major issue is that individual teachers have little influence in selecting materials appropriate to their own subject areas even if they chose to infuse international education into the curricula. Curriculum is still largely determined by the editorial staff of publishing houses and by the subject-matter spe-

cialists and writers chosen by these institutions (Report of the Study Commission on Global Education, 1987). Moreover, for reasons beyond the scope of this paper, textbooks are being simplified and made less substantive: Real issues in social sciences, history, geography and literature are either omitted or glossed over (National Governor's Association, 1989). These two factors together often leave teachers as outdated in their world outlook as are the textbooks provided them and increase the likelihood of poorly prepared courses, superficial treatment of important topics, chitchat approach generally and poorly devised examinations (Tetenbaum & Mulkeen, 1986).

As the nature of the society moves from a behavioral to an intellectual base, the best and the brightest persons must be drawn into teaching. Unfortunately, this is not a straightforward process. Generally speaking, teacher education in the United States is a low priority on the public's agenda. And arguing the importance of teacher education in the United States too often involved playing the devil's advocate (Tucker, 1982). Thus, because of salary, status, and working conditions, the teaching profession is not attracting the "best and the brightest."

Some recognize that there is an urgent need for College of Education or for teacher training institutions to give high priority to expanding international perspectives. And college faculty already exposed to global issues also need broad opportunities to review professional interests in light of newly dominant global issues.

Research Suggested Activities for International Education

Advocates of current educational reform in the area of the international education typically fall into one of two camps: traditionalism and structuralism. The

former wants schools to return to the way they were before the curricular innovations of the 1960s and 1970s, with emphasis on the teaching of skills and on traditional school subjects. This school of thought holds that educational practices of the past, if repaired or strengthened, can prepare students adequately for life in the twenty-first century.

Structuralism holds that fundamental changes are needed in the structure and the organization of schools. It challenges the basic design of the American school, recommends changes in the teaching profession, and urges new goals and priorities for schools (Cited in Kniep, 1989).

According to Kniep (1989), neither of these two approaches has addressed the central question regarding meaningful school change: what should schools be teaching to prepare students for citizenship in the internationalized society of the twenty-first century? Today's students need to be grounded, as the traditionalists remind us, in their own histories and cultures. Yet they also need a sense of global history, an awareness of common human aspirations, and the will and ability to deal with the problems facing not only their own nation but the entire planet.

In terms of both the nature of international education and the "human gap", much research explores the effective approaches to service and training by which pre-service and in-service teachers can acquire an international perspective and then infuse it into the curriculum. The suggestions made in this chapter primarily concern curricular improvement, faculty development, campus ecology, and resource expansion.

Curricular improvement

In summary of the literature relating to curriculum reform (The Ad Hoc Committee on Global Education, 1987; Forouzesh & Grunaticlake, 1990; Kniep, 1989; The National Council for Social Studies, 1982; Passow, 1989; Posvar, 1980; Rankins, 1990; Smuckler & Sommers, 1988), an international education curriculum should establish four major goals – knowledge acquisition, skill development, value study, and social participation.

Knowledge should include global history, global issues and problems, as well as global economic, political, ecological, and technical systems. At this point, Posvar (1980) reminds us that knowledge about international education is not merely a haphazard collection of information about various areas; rather, global phenomena must be studied from the standpoints of the discipline, and likewise an international component must be added to many courses that have not been traditionally part of international studies programs.

Skills to be developed through international education include perceiving, communicating, sympathizing, knowing, organizing, creating, and decision-making. These skills are neither discrete nor isolated. They are interrelated with each other and promote reciprocity (Passow, 1989).

The study of human values constitutes both universal human values that transcend group identity and diverse values that define group membership and contribute to unique perspectives and world views. The most effective way for students to gain understanding of international events and issues is for them to become involved in different activities and programs related to world affairs. An institution should provide international and multi-cultural experiences for students. These opportunities

not only enrich the curriculum, but also provide students with academic experiences that remain with them throughout their careers (Forouzesh & Gunatilake, 1990).

To reinforce international education, Smuckler and Sommers (1988) hold that even the minimalist response to internationalizing the curriculum must include a core requirement so that all students will receive an introduction to important global and international trends.

The process of assisting majority students in eliminating ethnocentrism and approaching globalism is a gradual process. Many models have been designed to demonstrate this process. An interaction model by Brady (1986) is of value for international education curriculum development. This model involves the developer's beginning at any point, moving in any sequence amongst the curricular elements, and allowing learning situations to determine development method. Curricular elements are regarded as interactive and progressively modifiable. This means that altering one curriculum element may involve changing others. Such a model is represented in Figure 2.1. This model is of popular use because it demands no fixed procedures by which curricula can be developed and because an instructor can have flexibility in determining its use.

For arriving at curricular objectives, the chart designed by Wolansky (1991) compares the themes in the four models by Hanvey's Dimension, Kniep's proposal, United Kingdom Model, and Iowa Guide to Integrating Global Education. The chart is reproduced in Figure 2.2.

Hicks and Fisher (1982) have also designed a model for determining international education objectives. This model focuses on knowledge expansion and world society, attitude development, and skill improvement (See Figure 2.3).

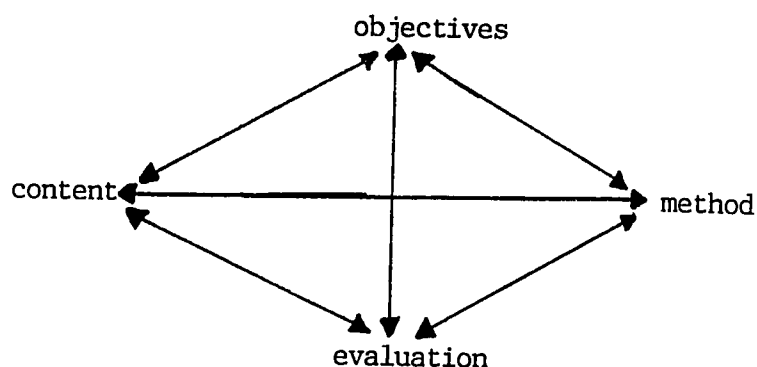


Figure 2.1: The interaction model

A nearly unanimous voice from researchers stresses the significance of support from high levels of the university hierarchy. Researchers seem to agree that the support of leaders is essential, for it can greatly enhance international education on campus (Arum, 1987a; Smuckler & Sommers, 1988).

Faculty development

There is a presupposition on the part of Anderson (1981) that a causal relation exists between the quality of a faculty's international education and that of their students. Christensen (1988) supports this notion by pointing out that faculty actually serve as role models for students. A teacher dedicated to impressing students with the necessity of international communication and understanding can do much.

<u>Hanvey's Dimension</u>	<u>Kniep's Proposal</u>	<u>United Kingdom Model</u>	<u>Iowa Guide to Integrating Global Education</u>
*Knowledge of Global Dynamics *Cross-cultural Awareness *Awareness of Human Choices *State of the Planet Awareness *Perspective Consciousness	*Global System *Human Values *Global Issues and Problems *Global History	*Global Interdependence Interrelatedness *Development *Environment *Peace and Conflict *Rights and Responsibilities	*Global Interdependence *Human Resources, Values & Culture *Global Environment and Cultures *Conflict Management *Change and Alternative Futures

Figure 2.2: Comparison of the models for curriculum objectives

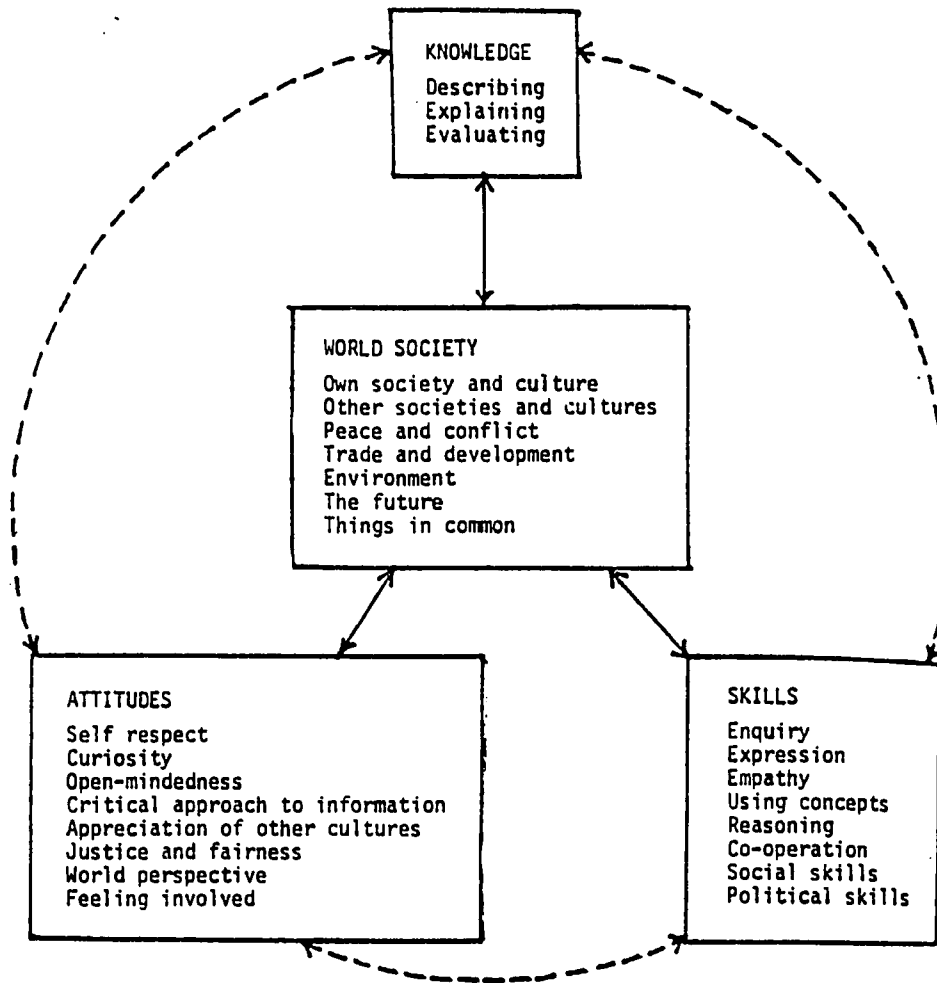


Figure 2.3: Objectives for international studies

to instill a sense of excitement about international relations in students.

Students' international education can, therefore, be broadened by furtherance of their teachers' international education. Anderson is concerned with the formal education received by the faculty in world affairs and with the monocultural context of their education by increasing cross-cultural experiences. In addition to the commonly suggested faculty development activities such as exposure to global issues through study, foreign travel, and international exchange, the Council on Learning (1981) proposes that faculty also need increased opportunities to review professional interests in light of newly dominant global issues.

Smuckler and Sommers (1988) propose the creation of structures and organizations intermediate between the director or the international dean, on the one hand; and faculty, on the other. These intermediate structures can become an important means of creating an international presence on campus. Individuals who share research and teaching expertise in certain areas of the world or about specific international issues could thereby become interest groups for the promotion of international awareness among colleagues.

The California State Polytechnic University at Pomona has some effective approaches to building faculty awareness of international issues. The University has presented a workshop wherein approximately 200 faculty members were paid a stipend of \$100 each to attend a weekend workshop meeting. The goal was to have faculty member either change or initiate at least one general education course to reflect an international content (Jernigan, 1990). Similar practices can be followed by other institutions.

Collaboration

To reinforce the goals of international education and to infuse international education into the entire process of education, two kinds of collaboration are advocated – collaboration between school and university and collaboration between university and government. Through the former collaboration, universities or colleges can facilitate and coordinate roles in stimulating in-service elementary and secondary school teachers to contribute to their students' global understanding. Through the latter collaboration, universities or colleges can receive support for the development of international education.

Anderson (1981) observes that the major defect in teachers' international education is the isolation of practicing teachers from the culture of both universities and professional educators. Anderson (1981) proposes the interlinking of schools and universities through staff development and in-service training programs.

A focal point of policy directions put forward by the New York State Education Department (1980) is to improve interactions between precollege and post-secondary international education. The department proposed that university, secondary, and elementary school teachers, professional staff, and curriculum designers keep in close contact with one another so that the curriculum can reflect current thinking and knowledge about international affairs and programs. Collaboration between schools and colleges is encouraged so that creation and dissemination of improved teaching materials using a variety of technologies can be fostered. Collaborative teams can be aided by outstanding academic authorities in the relevant subject areas, with a focus on international and comparative economics, politics, and cultures (Report of the Study Commission on Global Education, 1987).

Numerous studies (Council on Learning, 1981; Deloughry, 1991; Hochhauser, 1990; National Governors' Association, 1989; New York State Education Department, 1980) state that in addition to the linking of schools and colleges, the integration of federal and state governmental efforts and college is essential. Fragmenting international education at any level no longer makes sense. Federal international education programs should be integrated into the mainstream of education. Federal international education support systems and categorical programs should signal a closer integration of the substance of American education (Council on Learning, 1981). One purpose of this link is to enable university or college academics to adapt the scholarly work to the needs of decision-makers and to translate scholarly research into a format useful to policymakers (McDonnell, 1981).

On the other hand, this link results in increased support for international education, increased opportunities and funds for student and faculty participation in international studies programs, and gathering impetus for internationalization of the college experience (Deloughry, 1991; National Governors' Association, 1989; Council on Learning, 1981). In order to gain such support, links between campus and community are needed (Hochhauser, 1990). This non-academic linkage benefits both institutions and communities, sometimes helping institutions obtain external funds, if possible.

Resource development

To support faculty and curricular development efforts, information regarding teaching and library resources, and funding sources, needs to be made available to faculty and to students. Funding sources can be sought from the federal level, or

through professional organizations and private foundations (Hadley & Wood, 1983). A wide range of resources may be of help in communicating important trends to the university community. Smuckler and Sommers (1988) state that many of the national associations publish and distribute international newsletters or provide journals. This flow of information underscores the need for more federal support to universities attempting to expand and improve their international education curricula.

In the Report of the Task Force on International Education by the National Governors' Association (1988), suggestions are made that resources be found to augment textbooks. Resources for enhancing international studies may be nearby although in effect buried, unearthing alternative sources to supplement texts may enliven the curriculum at little cost.

Doubtless, resources are an important element in the strengthening of ongoing programs. But more important is how the resources are used in the international arena to ensure the efficiency of the resources (Educational Records, 1987).

Summary

This review of literature has focused on development theory concerning international education and teacher education commitment to the improvement of international education in land-grant and state universities.

The literature indicates that a gap exists between the accelerating complexity and interrelatedness of the world, and the lagging development of human capacities. To close this gap, people can turn to the knowledge, which can enable them to make intelligent public judgments and to participate in public policy decisions wisely

and to deal with the complex global issues effectively (Study Commission on Global Education, 1987).

In the U.S. history, both land-grant and state universities have contributed to the transmission of knowledge to all Americans. In today's world, these institutions of higher learning are expected to play active roles in providing quality international education to Americans. International education priorities have, therefore, been determined for these institutions in the 1990's. Priorities include: 1) building national and state interests through international education and research by means of partnerships, 2) expanding international exchange programs, 3) building new systems of cooperation for development, and 4) supporting new research on global problems (NASULGC, 1989).

There is a consensus that international education should penetrate the entire educational process, from kindergarten through graduate school, and that teachers' colleges located at land-grant and state universities should evidence heightened commitment to the improvements in international education. Teachers' colleges should internationalize their teacher training programs so as to assist pre-service and in-service teachers to expand their global understanding and international awareness. Clearly, however, obstacles to the successful implementation of international education for teacher training exist. Over-simplified textbooks and teacher distance from the textbook selection process often exacerbate the problem of outdated world outlook among teachers. Additionally, the teaching profession cannot seem to attract the "best and the brightest" applicants.

Numerous studies have explored useful suggestions about international education during teacher training. These suggestions are identified as curriculum improvement,

faculty development, school and college collaboration, government and higher education collaboration, and resource development.

Based upon the literature reviewed, a study was conceived to examine the current status of teacher education in international education programs at teachers' colleges in both land-grant and state universities throughout the United States. The review of literature provided the researcher insights of research results by previous researchers, their research designs, and an overall impression of significant trends.

CHAPTER 3. METHODOLOGY

This chapter describes the methodology used in the current research. Each of the procedures adopted will be described in a separate section:

- 1) Identification of the population and the samples
- 2) Development of the instrument
- 3) Establishment of the hypotheses
- 4) Description of the dependent and the independent variables
- 5) Data collection and
- 6) Statistical analysis of the data

Identification of the Population and the Samples

This study was designed to investigate the status of international education in teacher education programs at land-grant and state universities in the United States. Therefore, all land-grant and state universities with colleges/schools of education were treated as the population. The samples for this study were determined from two sources: 1) the member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC); and 2) state-sponsored institutions listed in the 1991 Higher Education Directory (Torregrosa, 1991). Among the 147 member

institutions in NASULGC, 75 with Colleges/Schools of Education were included in the sample. Owing to the uneven geographic distribution of these 75 institutions within this country, the Higher Education Directory was used to select 41 additional subjects. The sampling frame in this study, therefore, consisted of 116 institutions from 49 states (including the District of Columbia). Although this researcher attempted to include all states, Alaska and Hawaii remained absent, because neither a College of Education nor a School of Education in those states could be identified from the two sources. In some states, only one such institution could be identified, thus, the minimum number of institutions selected from some states was one. The maximum was four. Deans of the Schools of Education or Colleges of Education were the persons addressed on the questionnaire and, it was hoped, the persons who would fill out the questionnaires.

Development of the Instrument

The instrument used in this study was designed to primarily assess the international education activities currently provided at Colleges/Schools of Education in land-grant and state universities, as well as to explore the disparity in performance of these activities across campuses nationwide. Underlying the instrument intent were the convictions that public institutions of higher education should be committed to a three-dimensional mission—teaching, research, and public service (Dibiaggio, 1987)—and that infusion of an international perspective through this three-dimensional mission should be implemented with a vitalized content for the international curriculum, and widespread participation of faculty, students, administrators and institutional

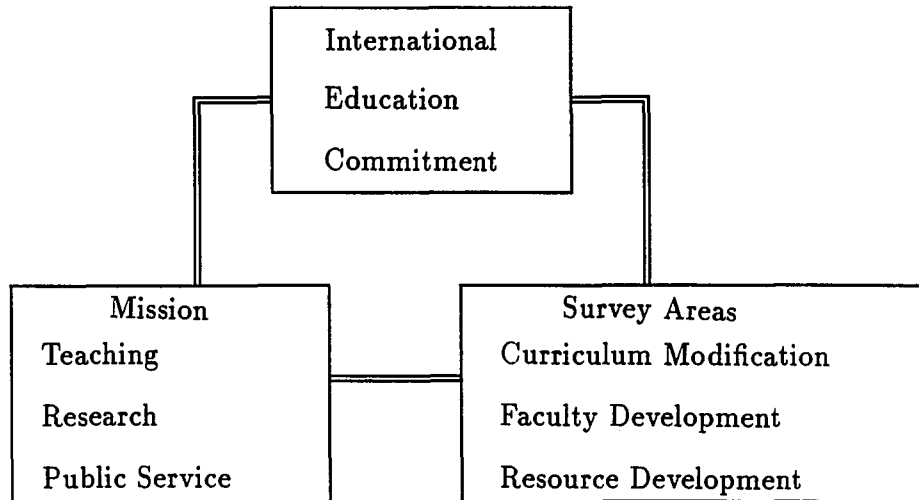


Figure 3.1: Model for infusion of global perspectives

community members (Afolayan, 1986).

In accordance with the premises, this researcher constructed a model (see figure 3.1) to direct the design of the survey questionnaire. In this model, international education commitment was perceived as the keynote in efforts to carry out international education activities. Conscious endeavors should be made to help penetrate a global perspective into all kinds of activities in the process of implementing the mission. In return, the institutional mission and all activities should support the enhancement of a global perspective. Curriculum modification, faculty development, and research development are identified as three major kinds of activities serving this purpose.

Consistent with this model and with the instruments developed by Glenn (1989)

and Sulzberger (1989), a questionnaire with 35 items was constructed so as to identify the nature and the kinds of activities related to international education, and to investigate the extent to which these activities occurred at the institutions under study. The information elicited by the instrument was categorized under five headings:

1. demographic, including geographic distribution, student population, and international student population in the institutions;
2. institutional commitment to international education, including international education policy, organization for conducting international research, and diplomatic relationships with foreign institutions;
3. curriculum modification, including quantity of course offerings, emphases of these courses, required international education courses, and study abroad programs;
4. faculty development, including faculty support from authorities, forms of incentive, and faculty collaboration with foreign institutions; and
5. resource development, including internal resources, external resources, and resource availability and utilization.

The data from the first section of the questionnaire were used as an independent variable for analysis and manipulation in testing the hypotheses of the study. The last four sections were used as dependent variables for examination of the status of international education programs for teacher educators in the public institutions under study.

Six steps were followed in the development of the instrument.

1. The first draft of the questionnaire was constructed under the principles gathered from the literature review and with reference to some other similar instruments examining activities related to international education.
2. The initial questionnaire was reviewed by the researcher's major professor, who suggested certain refinements.
3. The second draft of the questionnaire was discussed at the graduate student proposal meeting. Suggestions towards making the instrument specific and comprehensible were put forward.
4. A pilot study was conducted. The third draft of the questionnaire was sent to the personnel in charge of international education on the campus of Iowa State University. Feedback tended to concern reduction of the questionnaire and thus of completion time.
5. A letter of transmittal briefly explaining the objective and significance of the study was prepared, in which a brief assurance of confidentiality was given.
6. After revision according to suggestions by the professors serving on the Program of Study Committee, the final draft of the questionnaire was printed. Along with the letter of transmittal, the instrument was submitted to the Human Subjects Review Committee of Iowa State University for approval.

Establishment of the Hypotheses

Seven null hypotheses were constructed to facilitate analysis of the variables:

Null hypothesis 1

There is no significant difference across the institutions located in various regions in terms of the emphasis on international education commitment in the statement of institutional mission.

Null hypothesis 2

There is no significant difference across the institutions located in various regions in terms of recent expansion of the international education curriculum.

Null hypothesis 3

There is no significant difference across the institutions located in various regions in terms of provision of opportunities for faculty to enhance shared commitment to the improvement of global perspectives among the students.

Null hypothesis 4

There is no significant difference across the institutions located in various regions in terms of the development of resources to improve international education in the past five years.

Null hypothesis 5

There is no significant difference across the institutions located in various regions in terms of the provision of opportunities for students to be exposed to foreign people, cultures, and nations.

Null hypothesis 6

There is no significant difference across the institutions of various sizes in terms of the provision of opportunities for students to be exposed to foreign people, cultures, and nations.

Null hypothesis 7

There is no significant difference across the institutions of various sizes in terms of the use of school-college collaborations to help in-service teachers enhance their global perspective.

Description of the Dependent and the Independent Variables

In this study, there are two independent variables. For the first five null hypotheses, region was identified as the independent variable. This independent variable consists of two aspects. One was the geographic location of the institution. The nation was divided into six regions – the northeast, the southeast, the midwest, the southwest, the rocky mountain area and the Pacific region. The other independent

variable refers to the population size of the city in which the institution is situated. Six kinds of areas were considered: 1) small cities with populations smaller than 50,000, 2) cities with populations between 50,000 - 100,000, 3) big cities with populations over 100,000, 4) urban areas of big cities, 5) suburbs of big cities, and 6) rural areas.

For the last two null hypotheses, size of institution was the other independent variable. Four factors were considered in the determination of size. The first was the size of student body at the university. The second was the student population in the College/School of Education of the institution. The third was the international student population of the university. The fourth was the international student population of the College/School of Education.

In each null hypothesis, the dependent variable differs except for hypotheses 6 and 7. In the first hypothesis, the extent of emphasis on international education commitment was identified as the dependent variable; in the second, expansion of the international education curriculum; in the third, opportunities for faculty to improve their own global perspectives; in the fourth, resource development; in the fifth and sixth null hypotheses, opportunities for students to be exposed to foreign people, culture, and nations; and in the seventh, school-college collaboration.

Data Collection

One hundred and sixteen copies of questionnaire booklets with prepaid postage, return address at the back of the booklet, and a letter of transmittal were mailed to deans of Colleges/Schools of Education at the selected land-grant and state universi-

ties on July 20th, 1991. Participants were asked to complete the questionnaire and to return them within three weeks. A code number was assigned to each participant and was marked at one corner of the last page of the questionnaire for identification and follow-up purposes. A month later, a follow-up letter with another copy of the instrument was mailed to non-respondents. Fifty days after the first follow-up, a third copy of a questionnaire booklet and a letter of reminder was sent to non-respondents. By the end of October, 53 institutions had responded to the survey. The response rate was 45.7%. Respondents came from 40 out of 49 states initially selected. Geographic representation was 81.6%.

Data Analysis

Among the 53 respondents, two explained in their questionnaire booklets reasons for not being able to complete the instrument. As a result, data were collected and analyzed from 51 completed questionnaires.

Data analysis mainly involved statistical procedures carried out by means of Iowa State University Computation Center using the SAS statistical software package. Three strategies were used.

First, an overall picture of the information contained in the data was obtained. A code book was constructed to facilitate data entry. Sequentially, raw data were coded first by hand on data entry paper with the intention of locating missing data and sorting the data from the open-ended questions. Then, the data were entered into the SAS package to allow the computation of frequency counts of the stored data. A series of frequency distribution tabulations were created according to the

Table 3.1: Geographic distribution of universities

Region	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Northeast	10	19.6	10	19.6
Southeast	13	25.5	23	45.1
Midwest	16	31.4	39	76.5
Southwest	5	9.8	44	86.3
Rocky Mountain Area	3	5.9	47	92.2
Pacific Region Area	4	7.8	51	100.0

demographic information obtained about the subjects.

Table 3.1 shows the geographic distribution of the participating institutions. More than two thirds of the participants represented the three regions—Northeast, Southeast and Midwest.

Table 3.2 presents the location distribution of the participating institutions. This tabulation illustrated that the participating institutions were all located in cities with different population sizes and none were located in suburbs and rural areas. One third were located in medium cities with a population between 50,000 and 100,000.

Table 3.3 presents student populations at the participating universities for the academic year 1990 - 91. Two-thirds of the universities have a student population between 10,000 and 30,000.

Table 3.4 shows student population distributions at the participating Colleges/Schools of Education for the academic year 1990 - 91. Three-fourths turned out to be medium or large colleges with a student population more than 1,500. About sixteen percent of the colleges had a student body of over 3,000.

Table 3.5 presents international student distributions in the participating uni-

Table 3.2: Location distribution of universities

Location	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Small cities ^a	14	27.5	14	27.5
Medium cities ^b	17	33.3	31	60.8
Big cities ^c	15	29.4	46	90.2
Urban areas	5	9.8	51	100.00
Suburbs	0	0	0	
Rural Areas	0	0	0	

^aA city with a population less than 50,000.

^bA city with a population between 50,000 and 100,000.

^cA city with a population over 100,000.

versities for the academic year 1990 - 91, whereas Figure 3.6 presents international student distributions in Colleges/Schools of Education for the same year. The data showed that sixty-five percent of the participating colleges had a small group of less than 75 of international students.

This demographic information, together with geographic location, was used as independent variables to test the hypotheses in this study. The results are presented in the following chapter.

The second strategy was to identify appropriate statistical methods. All items in the questionnaire were classified by variable, according to their quantitative and qualitative natures. The variables were categorized as discrete, categoric, or continuous. The General Linear Model (GLM) procedure was chosen to perform one-way analyses of variance.

The third strategy was to perform statistical tests through the GLM procedure. Because of the numerous classifications of the variables, tests were made case by case.

Table 3.3: Profile of student population in universities

Student Population	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Under 10,000	9	17.6	9	17.6
10,000 - 19,999	21	41.2	30	58.5
20,000 - 29,999	13	25.5	43	84.3
30,000 - 40,000	7	13.7	50	98.0
Over 40,000	1	2.0	51	100.00

Table 3.4: Student population in Colleges/Schools of Education

Student Population	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Under 500	3	5.9	3	5.9
500 - 999	4	7.8	7	13.7
1,000 - 1,499	5	9.8	12	23.5
1,500 - 1,999	12	23.5	24	47.1
2,000 - 3,000	18	37.2	43	84.3
Over 3,000	8	15.7	51	100.00

Table 3.5: International student distributions at the universities

Number of International Students	Frequency	Percentage	Cumulative Frequency	Cumulative percentage
under 100	9	17.6	9	17.6
100 - 299	7	13.7	16	31.4
300 - 499	2	3.9	18	35.3
500 - 699	6	11.8	24	47.1
700 - 1,000	8	15.7	32	62.7
over 1,000	15	29.4	47	92.2
Data not Available	4	7.8	51	100.00

Table 3.6: International student distributions at Colleges/Schools of Education

Number of International Students	Frequency	percentage	Cumulative Frequency	Cumulative Percentage
under 20	20	39.2	20	39.2
20 - 49	13	25.5	33	64.7
50 - 74	9	17.6	42	82.7
75 - 100	3	5.9	45	88.2
Over 100	3	5.9	48	94.1
Data not Available	3	5.9	51	100.00

Findings were reported using Type I Errors, F values and probability levels for each case.

CHAPTER 4. FINDINGS

Introduction

The purposes of this chapter are to report the results from statistical analyses of data. Descriptive statistical techniques and inferential statistical methods were part of the statistical design, as was the General Linear Model (GLM) procedure, which was used to perform a one-way analysis of variance. The level of significance was set at 0.05. The study findings were organized in reference to the seven research hypotheses. For each hypothesis, several items were used to test the appropriate null hypothesis, and then a descriptive analysis was conducted by means of frequency counts and percentages.

Research Hypothesis 1

The first null hypothesis stated that there was no significant difference across the institutions located in various regions in terms of the emphasis placed on international education commitment in the institutional mission statement.

Two kinds of geographic information were collected as independent variables to test this null hypothesis. One was geographic region of the participating institutions described in the previous chapter. These institutions belonged to six regions in the

Table 4.1: Regional distribution of institutions in hypothesis 1

Region	Number of Institutions	Policy Highlighted	Policy Not Highlighted
Northeast	10	8	2
Southeast	13	8	5
Midwest	16	10	6
Southwest	5	2	3
Rock Mountain	3	1	2
Pacific Region	4	3	1

Table 4.2: Location distribution of institutions in hypothesis 1

Size of City	Number of Institutions	Policy Highlighted	Not Highlighted
Small City	14	9	5
Medium City	17	10	7
Big Cities	15	9	6
Urban Area	5	4	1

United States. The other type of information pertained to the different population sizes of the cities in which the institutions were located. The locations were divided into four regions according to the population size, which was stated in the preceding chapter. The geographic distributions of the institutions used in the hypothesis were represented in Table 4.1 by region and in Table 4.2 by population size of the city where the institution was located.

Four items were used for the testing of this null hypothesis:

1. whether international studies policy was highlighted in the mission of the insti-

tution;

2. how education for a global perspective was provided;
3. whether an organization had been mobilized to conduct international research;
and
4. whether a sister-college relationship with some foreign institutions had been established.

Combination of the two kinds of independent variable and of the four areas resulted in eight sub-tests to determine

1. whether the institutions selected were significantly different geographically from one another in terms of the emphasis on international studies policy in the institutional mission statement;
2. whether the institutions selected were significantly different geographically from one another regarding the extent to which the college/school educated their students for a global perspective;
3. whether the institutions selected were significantly different geographically from one another in terms of the establishment of organizations facilitating international studies and research;
4. whether the institutions selected were significantly different geographically from one another in terms of their linkage relationships with some foreign institutions;

5. whether the institutions located at different sizes of cities differed significantly from one another in terms of the emphasis on international studies policy set forth in their missions;
6. whether the institutions located at different population size of city differed significantly from one another in terms of the education that the college/school provides for a global perspective;
7. whether the institutions located at different population size of city differed significantly from one another in terms of the effort made to set up organizations facilitating international studies and research;
8. whether the institutions located at different population size of city differed significantly in terms of the relationships with foreign institutions.

Statistical results were tabulated in Tables 4.3 and 4.4. The statistical analysis revealed that no significant difference was found either among the institutions located in cities of different geographic regions or among the institutions located at different population size of a city in terms of the emphasis of international education commitment. There was insufficient evidence from these eight sub-tests to reject the null hypothesis. Therefore, geographic condition is not a factor that made a difference among these institutions in terms of international education commitment.

Frequency data, however, provide some additional information about institutional commitment to international education. Sixty percent of the institutions stated that an international studies policy was highlighted in their institutional mission statements and the policy was university-wide. As for college efforts in internationalization of teacher education, one-tenth indicated that their colleges did an excellent

Table 4.3: International education commitment-by geographic distribution

Item Categories	F Value	Prob > F
Emphasis on International Studies Policy	0.48	0.79
Educating Students for an Global Perspective	1.16	0.34
Establishment of an Organization for International Studies and Research	0.72	0.61
Existence of a Sister-College Relationship	1.82	0.13

Table 4.4: International education commitment-by size of city

Item Categories	F Value	Prob > F
Emphasis of International Studies Policy	0.39	0.76
Educating Students for a Global Perspective	1.03	0.39
Establishment of an Organization for International Studies and Research	0.55	0.65
Existence of a Sister-College Relationship	0.69	0.56

job of educating students in a global perspective. Greater than eighty percent of the respondents stated that their colleges/schools had done something in this regard. Seventy-eight percent indicated that they had sister-college relationships with at least one foreign institution. Exchanges of both scholars and students dominated the agenda of this interaction. Other activities included mutual research projects and participation in conferences or summer institutes. In spite of these efforts, about seventy percent of the institutions surveyed had instituted neither a specific organization for facilitating international studies or research nor a student organization related to international education.

Research Hypothesis 2

The second null hypothesis stated that there was no significant difference between the institutions at various regions in terms of recent expansion of the international education curriculum.

Demographic distributions of the respondents in this hypothesis were tabulated in Tables 4.5, 4.6, 4.7 and 4.8 by international education course offering, new course offering, student population and international student population at college level.

The same two kinds of demographic information were used as in the first null hypothesis. Ten sub-tests were set up in these five areas:

1. course offerings directly concerned with international education;
2. new course offerings directly concerned with international education within the previous three years;

Table 4.5: Regional distribution of institutions—regarding international education course offering

Region Institutions	Number of	None Course	One Courses	Two Courses	Three Courses	Four or More	Five
Northeast	10	2	1	1	3	1	2
Southeast	13	1	3	6		1	2
Midwest	16	2	1	5	2	1	5
Southwest	5		1	2	1	1	
Rock Mountain	3	1		1	1		
Pacific Region	4	1	1	1			

Table 4.6: Regional distribution of institutions—regarding new course offering

Region	Number of Institutions	None	One	Two	Three	Four	Five or More	Data Missing
Northeast	10	2	5	1		1	1	
Southeast	13	8	5					
Midwest	16	6	7	1	1	1		
Southwest	5	3	2					
Rock Mountain	3	1	1					1
Pacific Region	4	3	1					

Table 4.7: Institution distribution by size of college—regarding international education course offering

Student Population	Number of Institutions	None	One Course	Two	Three	Four	Five or More
Under 500	3	2	1				
500 - 999	4	2		1			1
1,000 - 1,499	5	1	1		2		1
1,500 - 1,999	12	1	1	6	4		
2,000 - 3,000	19	3	3	6		2	5
Over 3,000	8	1	1	1	1	1	3

Table 4.8: Institution distribution by international students population in college-regarding international education course offering

Int'l Student Population	Number of Institutions	None	One Course	Two	Three	Four	Five or More
Under 20	20	4	4	8	3		1
20-49	13	2	1	6	1	1	2
50-74	9	1	2		2		4
75-100	3					1	2
over 100	3			1		1	1
Data Missing	3						

3. undergraduate teacher education requirements of courses related to international education;
4. graduate teacher education requirements of courses related to international education;
5. foreign language requirements.

Tables 4.9 and 4.10 illustrated the statistical results regarding curricular modification and requirements. The results from the ten sub-tests revealed that the Prob > F values in nine of the ten were larger than the significance level of 0.05. There was a significant difference, however, in terms of new course offerings across the institutions at the six geographical regions. Twenty-eight out of the fifty-one institutions (fifty-five percent) stated that they had increased the number of courses that were related to international education offered over the previous three years. In Region 1, the Northeast, eight out of ten participating institutions indicated new course added

to their curriculum, that is, eighty percent of institutions in this region witnessed an increase in the number of courses taught related to international education. In Region 3, the Midwest, ten out of the sixteen respondents (sixty-three percent) indicated an increase, whereas in the other four regions—the Southeast, the Southwest, the Rocky Mountains and the Pacific Region—less than fifty percent showed an increase in course offerings.

In view of the above results, in one area there was a significant difference to reject the null hypothesis. Specifically speaking, Colleges/Schools of Education differed across the regions in the new course offerings directly concerned with international education. In the other nine areas, evidence was insufficient to reject the null hypotheses. That is,

1. there was no significant difference across the colleges in the six geographic regions in international education courses offerings;
2. there was no significant difference across the colleges located at different size of city in international education course offerings;
3. there was no significant difference across the colleges located at different size of city in supplementing international education courses into their curriculum;
4. there was no significant difference across the colleges at the six geographic regions in the requirement of international education courses for undergraduate students;
5. there was no significant difference across the colleges located at different size of city in the requirement of international education courses for undergraduate students;

Table 4.9: Curriculum modification-by region

Item Categories	F Value	Prob > F
Course Offering	0.80	0.56
New Course Offering	2.53	0.04
Requirement of Undergraduates for International Education Courses	1.45	0.23
Requirement of Graduate Students for International Education Studies	1.54	0.20
Requirement of Foreign Language	1.06	0.40

Table 4.10: Curriculum modification-by size of city

Item Categories	F Value	Prob > F
Course Offering	0.29	0.83
New Course Offering	1.71	0.18
Requirement of Undergraduates for International Education Studies	0.85	0.47
Requirement of Graduate Students for International Education Studies	1.22	0.31
Requirement of Foreign Languages	0.40	0.75

6. there was no significant difference across the institutions in the six geographic regions in the requirement of international education courses for graduate students;
7. there was no significant difference across the institutions located at different size of city in the requirement of international education courses for graduate students;
8. there was no significant difference across the institutions in the six geographic regions in foreign language mandate for undergraduate students;
9. there was no significant difference across the institutions located at different size of city in foreign language mandate for undergraduate students.

Data from the frequency distribution showed that, among the fifty-one participating institutions, forty-three offered at least one course that is directly concerned with international education. Among the forty-three institutions, ten provided five or more courses concerned with international education objectives and contents. The data revealed that the colleges with a greater student population or a greater international student population tend to provide their students with more international education courses. All the institutions except one required their undergraduate students to take at least one course that was related to international education. Ninety-six percent of institutions also instituted course requirement for their graduate students to study about international education courses. Notably, only 22% of the institutions required their students to study a foreign language.

The study further explored the goals and objectives that were intended to be achieved through the offered courses related to international education. In the survey,

the following goals were listed for the participants to choose:

1. To recognize global interdependence;
2. To understand the importance of human resources, values, and culture;
3. To identify life-long methods to preserve natural resources and the environment;
4. To develop, apply, and evaluate alternative methods of conflict resolution and conflict management; and
5. To realize the unintended long-term consequences of human activities and the fact that human choice largely determines the future.

The first and the second items were the major choices by more than sixty percent of the respondents. In addition to the list, the respondents supplemented the goal which is to provide insight regarding the educational systems of other countries and the way in which education policy is developed and implemented.

As for the course objectives, this survey provided four choices:

1. To gain knowledge of global systems, issues, and history;
2. To acquire a global perspective;
3. To change attitudes, such as appreciation of other cultures, curiosity, self-respect, etc.; and
4. To develop skills of enquiry, reasoning, cooperation, and social and political skills.

Twenty-six percent of the schools perceived all these four choices as their course objectives. Although some schools set up different priorities for their course objective(s), the unanimous choice by all the respondents was the objective to change students' attitudes through such courses.

Regarding the hypothesis, the data indicated that some of the public institutions were making efforts to internationalize their curricula, but demographic conditions cannot be cited as making a significant difference in these efforts among the institutions.

Research Hypothesis 3

The third null hypothesis stated that there was no significant difference between the institutions at various regions in terms of provision of opportunities for faculty members to enhance shared commitment to the promotion of global perspectives.

Here again, the various regions are the two aspects—national geographic region and population size of the city in which the institutions were located. To generate results for this null hypothesis, four areas were studied:

1. support from administrators for faculty development in international education;
2. extent to which faculty members share a commitment to the development of global perspectives among students;
3. incentive for faculty members to be involved in international education and to foster global perspectives; and
4. number of foreign visiting scholars to the institution during the past five years.

The eight sub-test results indicated that

1) the p value was 0.17 in the test for the support from administrators for faculty development in international education across the institutions in the six geographic regions;

2) the p value was 0.14 in the test for the extent to which faculty members shared a commitment to the development of a global perspective across the institutions in the six geographic regions;

3) the p value was 0.50 in the test for the incentives to motivate faculty to become involved in international education and to foster global perspectives across the institutions in the six regions;

4) the p value was 0.10 in the test for the foreign visiting scholars to their campuses across the institutions in the six regions;

5) the p value was 0.93 in the test for administrative support for faculty international education development across the institutions in the cities with different population sizes;

6) the p value was 0.89 in the test for the extent to which faculty members had a shared commitment to the development of students' global perspectives across the institutions located at different population size of city;

7) the p value was 0.89 in the test for the incentive to motivate faculty to become involved in international education and to foster a global perspective across the institutions located at different size of city; and

8) the p value was 0.89 in the test for the number of foreign visiting scholars to their campus across the institutions located at different size of city.

Although the p values for sub-tests 1, 2 and 4 were much smaller than the others,

they were still greater than the usual significance level of 0.05. Therefore, the null hypothesis was not rejected. More specifically, no significant difference was found in terms of the provision of opportunities for faculty members to enhance shared commitments to the development of global perspectives across the institutions in cities within different geographic regions or of different population sizes of city.

Data from the four areas revealed that seventy-five percent of the institutions regarded administrative support for faculty development in international education as "average" or "around average." Fifty-five percent perceived the extent to which faculty shared a commitment to the development of global perspective as "sometimes." One-third of the institutions had no form of incentive in their colleges/schools to motivate faculty involvement in international education.

Research Hypothesis 4

This null hypothesis stated that there was no significant difference across the institutions at various regions in terms of development of resources to improve international education in the past five years.

The areas for resource development studied in this hypothesis included:

1. teaching/learning resources or materials used by faculty in their international education instruction, which consisted of professional meetings or workshops, national newsletter in the field, international education centers in the college/school, exchange projects, international students and scholars, a library and media resource center, and faculty research and foreign travel;

2. performance of the institution in the past five years to support international education through increase of staff and expenses, which was measured on a scale of 1 to 3 (1 for increase, 2 for the same level in the previous five years, 3 for decrease);
3. types of resources used for international education, which included sister city/state programs, newspapers, periodicals, local community members, college/university staff, world affairs councils, and diplomatic and international organization personnel;
4. outside or supplementary funding sources used to support international education, which were from university, local community, the state, federal agencies, the Fulbright-Hays Program, private organizations, foreign government sources, the World Bank, individual faculty, and international donor agencies; and
5. utilization of current resources, which was measured on a scale of 1 to 4 (including 1 for being used "very much," 2 for "somewhat," 3 for "very little, and 4 for "not at all").

Two tabulations—Tables 4.11 and 4.12—were made to illustrate the statistical findings. The results revealed that there was no significant difference across the institutions at the six geographic regions or from different population size of city in the areas of

1. types of teaching/learning resources or materials used by the faculty;
2. support for international education through increases or decreases in staffing and other expenses;
3. types of resources in the college/school for international education; and

4. degree of utilization of the currently existing resources.

As for the types of outside or supplementary funding sources, the institutions at the six geographical regions evidenced a significant difference. The derived p value was 0.003 from the test results. In the other sub-tests of the same area, however, no significant difference was found among the institutions located at different population size of city.

The overall picture about resource development was that the types of teaching/learning resources primarily used by these institutions consisted of professional meetings or workshops, international students or scholars, and library materials. Thirty-five percent of the institutions indicated increased staff and general expenses for international education programs and services over the past five years. Another thirty-five percent indicated that staff and other expenses for such efforts had not changed. Only six percent of respondents indicated a decrease. The outside and supplementary funding sources frequently secured were universities themselves, the Fulbright-Hays Program, and private organizations.

Research Hypothesis 5

This null hypothesis stated that there was no significant difference across the institutions located in various regions in terms of opportunities for students to be exposed to foreign people, cultures, and nations.

The respondents' region and location distributions were shown in Tables 4.13 and 4.14.

Table 4.11: Resource development-by region

Item Categories	F Value	Prob > F
Teaching/Learning Resources	1.17	0.34
Performance to Support International Education	1.05	0.40
Types of Resources for International Education	1.41	0.24
Outside/Supplementary Funding Sources	5.83	0.0003
Utilization of Resources	0.79	0.57

Table 4.12: Resource development-by size of city

Item Categories	F Value	Prob > F
Teaching/Learning Resources	0.72	0.54
Performance to Support International Education	0.30	0.82
Types of Resources for International Education	0.81	0.49
Outside/supplementary Funding Sources	0.12	0.95
Utilization of the Resources	0.33	0.81

Table 4.13: Regional distribution of institutions—regarding program provision for students

Region	Number of Institutions	Provision of Programs	No Such programs	Data Missing
Northeast	10	7	3	
Southeast	13	6	6	1
Midwest	16	12	4	
Southwest	5		4	1
Rock Mountain	3		3	
Pacific Region	4	1	3	

Table 4.14: Location distribution of institutions—regarding program provision for students

Location	Number of Institutions	Provision of Programs	No Such Programs	Data Missing
Small Cities	14	10	4	
Medium Cities	17	9	7	1
Big Cities	15	7	7	1
Urban Areas	5		5	

The same two regions were indicated as in the previous hypotheses. The sub-tests were concerned with three areas:

1. establishment of student organization of international education;
2. program(s) for teacher education students to study outside of the United States;
and
3. number of students involved in such program(s).

The results from the six sub-tests were tabulated in Tables 4.15 and 4.16. The GLM procedure indicated no significant difference across the institutions at various regions in terms of the formation of student organizations. Only thirty percent of the institutions instituted some forms of organization at their college level with which teacher education students could enhance their global perspectives.

In their colleges/schools for teacher education, twenty-six institutions had one or more types of programs through which students could study abroad. The programs consisted of student exchanges, teaching/studying abroad programs, site tours and/or internships. The descriptive analysis demonstrated differences in the area of provision of programs for American students to study abroad. In the three regions of Northeast, Southeast and Midwest, a greater percentage of Colleges/Schools of Education offered such programs than that in the other three regions of Southwest, Rock Mountain and Pacific Region. Statistically, the GLM sub-test detected no significant difference in this area. And the regions evidence no obvious difference in the number of students who had been involved in such program(s). Thus, the null hypothesis was accepted.

Table 4.15: Students' exposure to international education--by region

Item Categories	F Value	Prob > F
Establishment of Student Organization	1.45	0.23
Student Study Abroad Programs	0.63	0.66
Number of Students Involved in the Programs	1.03	0.39

Table 4.16: Students' exposure to international education--by size of city

Item Categories	F Value	Prob > F
Establishment of Student Organization	1.04	0.38
Student Study Abroad Programs	0.60	0.62
Number of Students Involved in the Programs	1.03	0.39

Research Hypothesis 6

This null hypothesis stated that there was no significant difference between the institutions of various sizes in terms of opportunities for students to be exposed to foreign people, cultures, and nations.

The respondent distributions in this hypothesis were presented by student population of the university and of the college, international student population of the university and of the college (Tables 4. 17, 4.18, 4.19 and 4.20).

The independent variable incorporated four meanings – student population in the selected university, student population in the selected college/school, international student population in the selected university, and international student population in the selected college/school. The areas studied included:

- 1) student organizations established for international education and
- 2) study abroad programs for teacher education students.

When independent and dependent variables were combined, eight sub-tests were necessitated. Results of these tests are as follows:

1. There was no significant difference in the establishment of student international education organizations across the universities with student populations of different sizes.
2. There was no significant difference in the establishment of student international education organizations across the colleges with student populations of different sizes.
3. There was no significant difference in the establishment of student international

Table 4.17: Institution distribution by university student population—regarding program provision

Student Population	Number of Institutions	Provision of Programs	No Such Programs	Data Missing
Under 10,000	9	3	5	1
10,00-19,999	21	9	11	1
20,000-29,999	13	10	3	
30,000-40,000	7	4	3	
Over 40,000	1	1		

Table 4.18: Institution distribution by college student population—regarding program provision

Student Population	Number of Institutions	Provision of Programs	No Such programs	Data Missing
Under 500	3		3	
500-999	4	1	3	
1,000-1,499	5	2	2	1
1,500-1,999	12	7	4	1
2,000-3,000	19	12	7	
over 3,000	8	5	3	

Table 4.19: Institution distribution by international student population of university—regarding program provision

International Student Population	Number of Institutions	Provision of Programs	No Such programs	Data Missing
Under 100	9	3	5	1
100-299	7	4	3	
300-499	2	2		
500-699	6	3	3	
700-1,000	8	4	4	
Over 1,000	15	8	7	
Data Missing	4			

Table 4.20: Institution distribution by international student population of college-regarding program provision

International Student Population	Number of Institutions	Provision of Programs	No Such Programs	Data Missing
Under 20	20	9	10	1
20-49	13	5	7	1
50-74	9	6	3	
75-100	3	2	1	
Over 100	3	3		
Data Missing	3			

education organization across the universities with different numbers of international students.

4. There was no significant difference in the establishment of student international education organizations across the colleges with different numbers of international students.
5. There was no significant difference across the universities with different student populations in terms of the offering of study-abroad programs for teacher education students.
6. There was no significant difference across the colleges with different student populations in their colleges/schools in terms of the offering of study-abroad programs for teacher-education students.
7. There was no significant difference across the universities with different numbers

of international students in terms of the offering of study abroad programs for teacher education students.

8. There was no significant difference across the colleges with different numbers of international students in terms of the offering of study abroad programs for teacher education students.

These eight sub-test results appear in Tables 4.21, 4.22, 4.23, and 4.24. The analysis failed to reject the null hypothesis at the significance level of 0.05. The findings indicated that across the institutions of various sizes no significant difference was found in terms of the opportunities for teacher education students to be exposed to foreign people, cultures, and countries. No matter how large the entire student population size, and no matter how large the international student enrollment, these institutions revealed no differences in terms of the opportunities for students to be committed to international education practices.

Research Hypothesis 7

This null hypothesis stated that there was no significant difference across the institutions located in various regions in terms of establishment of the school-college collaborations to help in-service teachers enhance their global perspectives.

The respondent distributions in this hypothesis were presented by region and population size of city in Tables 4.25 and 4.26.

The same two meanings were incorporated in the independent variable as were used in the first five hypotheses.

The p value in the test of the difference across the institutions located in the six geographic regions was 0.32. The p value in the test of the difference across the institutions located in cities of different population sizes was 0.63. The null hypothesis was, therefore, accepted. No significant difference existed in the formation of school-college collaborations across the institutions located in various regions.

The frequency counts in this area showed that among the fifty-one institutions selected, in only sixteen percent did collaboration between elementary, secondary schools, and colleges exist. And the activities occurred in the forms of periodical meetings, summer training, course/curriculum development, school presentations, formal and informal collaborative agreement, etc.

Table 4.21: Students' exposure to international education—by size of university

Item Categories	F Value	Prob > F
Establishment of Student Organizations	0.89	0.49
Study Abroad Programs	1.12	0.36

Table 4.22: Students' exposure to international education—by size of college

Item Categories	F Value	Prob > F
Establishment of Student Organizations	0.84	0.51
Study Abroad Programs	0.26	0.90

Table 4.23: Students' exposure to international education—by international student population in the university

Item Categories	F Value	Pro > F
Establishment of Student organizations	0.55	0.77
Study Abroad Programs	0.77	0.59

Table 4.24: Students' Exposure of International Education—by international student population in the colleges

Item Categories	F Value	Prob > F
Establishment of Student Organizations	1.52	0.20
Study Abroad Programs	0.20	0.96

Table 4.25: Regional distribution of institutions—regarding school-college collaboration

Region	Number of Institutions	Collaboration Establishment	No Such Collaboration	Data Missing
Northeast	10	2	8	
Southeast	13	5	7	1
Midwest	16	1	15	
Southwest	5		4	1
Rock Mountain	3		3	
Pacific Region	4		4	

Table 4.26: Location distribution of institutions—regarding school-college collaboration

Size of City	Number of Institutions	Collaboration Establishment	No Such Collaboration	Data Missing
Small Cities	14		14	
Medium Cities	17	4	12	1
Big Cities	15	2	12	1
Urban Areas	5	2	3	

CHAPTER 5. SUMMARY AND RECOMMENDATIONS

The purposes of this chapter are to provide an overview of the study, to discuss findings, and to make recommendations for future researchers. The content of this chapter is organized under the headings:

1. Review of the study
2. Summary and discussion
 - a) Limitations
 - b) Results summary
 - c) Discussion
3. Recommendations for teacher colleges in internationalization effort
4. Recommendations for future researchers.

Review of the Study

The increasing interdependence among nations in this world has created a growing need for internationally educated citizens. And, in fact, international education is becoming an integral part of the whole process of education and is regarded as a significant contributor to education (National Governors' Association, 1989).

The quality of international education at the Colleges of Education or Schools

of Education in public institutions of higher learning reflects an understanding of the significance of international education among these institutions as well as efforts made by education personnel. The education provided at universities also exerts a potential influence upon the quality of international education provided at elementary and secondary schools. The problem of this study was to investigate the nature and the scope of internationalization of teacher education in the three dimensions of curriculum, research, and public service. A large body of literature was reviewed to promote awareness and comprehension of the research already conducted in this and related areas.

The population of this study was U.S. land-grant and state universities with Colleges of Education or Schools of Education. The sample was chosen from two sources: 1) the National Association of State Universities and Land-Grant Colleges, and 2) the 1991 Higher Education Directory. One hundred and sixteen universities with Colleges/School of Education were surveyed by means of a 35-item questionnaire, which was mailed to the deans of these institutions. Fifty-three Colleges/Schools of Education from forty states participated in this study. The response rate was 45.7%, and geographic representation, 81.6%. Respondents were divided into six geographic regions – the northeast, the southeast, the midwest, the southwest, the rocky mountain area and the Pacific region. Universities were distributed according to type of city – 1) small cities with populations less than 50,000, 2) medium-sized cities with populations between 50,000 to 100,000, 3) big cities with populations over 100,000, or 4) urban areas of big cities. Statistic analysis and test results were presented sequentially.

Summary and Discussion

Limitations

This study was nationwide in scope. Although respondents came from forty states out of the forty-nine states initially selected, there were deficits in the quantity of response. A return rate below 50 percent resulted in a small sample size. Data in some test areas were deficient because respondents provided incomplete data for certain items. These deficiencies to a certain extent affected the accuracy and validity of the study's implications and findings.

Results summary

Based on the analyses of the data collected, the detailed findings were presented in the preceding chapter. The statistical analyses led to the acceptance of the initially established five hypotheses out of seven. Geographic regions, location of the institutions at the different population size of city, student population and international student population were insignificant contributors to Colleges of Education or Schools of Education in such five aspects as emphasis on international education in the institutional mission, provision of opportunities for faculty and students to participate in international education activities and the establishment of college-school collaboration.

The five hypotheses stated comparisons across the institutions located in six different geographic regions or located at different population size of city. Findings

from the tests are summarized:

1) There was no significant difference in terms of the international education emphasis on the institutional mission statement. This null hypothesis was tested through perceptions of international education policy.

2) There was no significant difference in terms of the provision of opportunities for faculty to enhance shared commitment to a global perspective across the institutions. The areas tested were the perceptions of the support that faculty gained from their hierarchical administrators, and currently available opportunities for faculty involvement in international education activities.

3) There was no significant difference across the institutions in terms of opportunities for students to be exposed to international education environments. The tests focused on the areas of student abroad programs, student involvement in such programs, and the presence or absence of student organizational activities for international education.

4) There was no significant difference across the institutions in terms of school-college collaboration designed to help in-service teachers enhance their global perspectives. This statement was confirmed by tests of the presence or absence of such collaboration, and the forms of such collaboration.

Two other comparisons were made of the institutions with different student populations and different international student populations at the university level and at the college level. One of the null hypotheses accepted after test verifying the results was that there was no significant difference in terms of the provision of opportunities for students to be exposed to international education activities.

The second result was that there was no significant difference across the insti-

tutions in terms of school-college collaborations designed to help in-service teachers enhance their own global perspectives. This finding was confirmed by tests of the presence or the absence of such partnership collaboration and forms of such relations.

Despite the acceptance of the five null hypotheses, findings from the other two hypotheses revealed different results. The two hypotheses attempted to test whether there was a significant difference across the institutions in the curricular innovation regarding international education, and whether there was a significant difference across the institutions in resource development for international education. In testing the two hypotheses, ten sub-tests were used in each hypothesis to generate findings. Out of the ten sub-tests, nine showed no significant difference. That is, there was no significant difference across the institutions in international education course offerings, in requirement for such courses, and in foreign language mandate. And also there was no significant difference in terms of resources utilized by colleges, utilization of the resources and college support for resource development in international education. But one item in each hypothesis demonstrated surprising results.

First, the institutions at the six different geographic regions indicated differences in terms of new course offerings which were related to international education. The difference was not manifested in the number of new courses, but in efforts to internationalize courses by the institutions at different regions. Analysis showed that a greater percentage of institutions existed in the northeast and the midwest regions, institutions that tended to supplement their curricula with new courses related to international education, than did institutions in the other four regions of southeast, southwest, Rock Mountain and Pacific Region.

In terms of seeking outside and/or supplementary funding sources, there was a

significant difference across the institutions located in different regions. This finding needs further demonstration because some subjects provided incomplete data in this item.

The findings derived from this research are partly consistent with that of Sulzberger (1989), who studied global education carried out at four-year colleges and universities for pre-service teachers in the state of Iowa. One of her findings revealed that the schools with large numbers of minority and international students tended to be more committed to internationalization through curricula and other programs. This study revealed that the colleges with a greater student population or a greater international student population tend to provide their students with more international education courses.

In answering the research questions, the findings were summarized as follows:

1. Do these public institutions highlight an international commitment in their mission?

The positive answer was evidenced by the agreement of about sixty percent of the participating institutions who indicated the emphasis of international education in their university mission. At college level, more than eighty percent stated that their colleges did something in this aspect. However, only thirty percent of the schools/colleges had instituted an organization for international education.

2. Has curriculum on international education been expanded in the recent five years, and have more students become involved in the expanded curriculum?

Yes, eighty-four percent of the institutions made an effort to expand their curriculum on international education. Fifty-five percent indicated at least one more new course that was related to international education was offered to their students dur-

ing the past five years. Twenty-nine percent supplemented two or more new courses. Among these institutions, four each had added three or more new international education courses to their curriculum. To our delight, ten colleges/schools had a list of five international courses in their curriculum agenda. Eight of these campuses have a student population of more than 2,000 at the college, and they are mostly situated in the northeast, southeast and midwest regions. Because most of the respondents failed to provide student attendance in these courses, findings could not be generated regarding students' increased involvement in the expanded curriculum.

3. Are formal courses with an international dimension being offered in these institutions? And are students required to take a minimum number of courses related to international studies?

The answer to this question was very promising. Eighty-one percent of the participating institutions indicated the offering of such courses. Ten of them provided five or more such courses to their students. About eighty percent of the institutions had a requirement for their undergraduate students to take a minimum of one of the courses.

4. What goals and objectives do teachers' colleges focus on to develop their students' global perspective?

In the courses offered, the major goals intended to achieve were to help students recognize global interdependence and to understand the importance of human resources, values, and cultures. The identical priority in selecting course objectives focused on assisting students to change attitudes, such as appreciation of other cultures, curiosity, self-respect, etc. This practice is consistent with an educational philosophy that education is a process to change student behavior in a desired direction

(Forouzesh, 1990).

5. Are there school-college collaborations to help in-service teachers enhance their international awareness and understanding and to help current students gain access to ways in which to combine learned theory with practice?

The finding was that such collaborations existed in only fifteen percent of the participating institutions, and the activities occurred primarily in the form of periodical meetings, summer training, and formal collaboration agreements. Other activities involved teaching exchanges, provision of materials related, school presentation, course/curriculum development, and publications.

6. Is there a mutual interest project or a sister-college relationship between these institutions and foreign colleges, and to what extent can faculty and students be involved in the project?

The question was positively answered by the majority of the participating institutions. Seventy-eight percent of the institutions established sister-college relationships with some foreign institutions. More than fifty-five percent invited an average of two visiting scholars each year to their campuses. These visitors' international presence was mainly reflected in the activities of making presentations or conducting seminars. Alternate approaches by which these visitors helped their host institutions enhance their international perspective included teaching classes, conducting cooperative research, and interacting informally with faculty and students.

7. Are opportunities offered for students to be exposed to foreign people, cultures, and nations?

Fifty-three percent of the institutions provided a positive answer to this question. They revealed the establishment of programs for teacher education students to study

outside the United States. Student exchange and teaching abroad were the most popular programs. Some institutions had programs in the form of a site tour or an internship. Owing to the failure to provide specific numeric information about student participation, this study could not generate precise findings concerning the extent of student involvement in the programs.

Discussion

Although comparisons across the institutions did not manifest significant disparities in the level of international education activities carried out by the institutions studied, this does not imply that change or development for international education has been absent in the previous five years. Still, the overall results from the survey enabled the researcher to glimpse what has been happening in international education, and also to find pragmatic deficiencies in practice.

As noted in the Literature Review, there is a shared conviction that international education should be part of the education system and that teachers' colleges in public institutions should play an active role in providing quality international education to their students (Posvar, 1980). In particular, since the "best and the brightest" applicants cannot be attracted to the teaching profession, teacher training institutions should make a strong commitment to expanding the global perspectives of students. But does the performance by these institutions reflect such an expectation? Generally, responses were unsatisfactory in this regard. Most respondents agreed that their colleges or schools did do something, but not much. The performances and activities are almost consistent with such an evaluation. Most institutions did take action in the

areas of collaboration with foreign institutions, provision of at least one course related to international educational objectives and content, faculty involvement incentives in international education, and allocation of personnel and expenses for international educational programs and services. The other institutions also constructed courses relevant to international education. And at least one course was required to be taken at the undergraduate or the graduate level. The most encouraging finding was that thirty-five percent of Colleges or Schools of Education witnessed an increase in either staff or general expenses for international education in the previous five years.

In exploring opportunities for international education, educators cannot hide behind shortages of financial resources or time. Administrators should laud the variety of strategies created by and the alternative sources explored by the institutions studied. What these institutions have actually done is far more than what was recommended in the literature. The incentives to motivate faculty involvement in international education and to foster a global perspective included award(s), grants/funds, faculty improvement leaves, consulting, and connections with the university in extra compensation. Collaboration with local schools involved formal/informal agreements, periodic meetings, summer training, course/curriculum development, school presentations, publications, etc. In order to support international education, a wide range of outside and supplementary funding sources were explored from university, local community, and state resources, as well as federal agencies, the Fulbright-Hays Program, private organizations, individual faculty, the college, foreign government, the World Bank, international donor agencies, etc. This gratifying sign unveiled the endeavors made by these institutions in vitalizing their international education programs.

Educators must not be complacent when they examine curricular modifications

in the previous years. The gloomy picture painted by Gilliom and Farley (1990) of teachers' limited preparation in international education is still true today. Gilliom and Farley (1990) noted that "The international background of the average teachers in training tends to be as shallow as it is narrow, both professionally and personally (p. 69)". In curricular design, foreign language requirements remain absent in most of the institutions and the institutions studied at four out of six regions did not indicate an increase of international education course offerings over the past five years. The Report of the Task Force on International Education by the National Governor's Association (1989) recommended increased second language requirements among state colleges and universities. Unfortunately, this study found, in fact, that only 22% of the institutions instituted a foreign language requirement in their students' study programs. In contrast, Japanese university students are usually required to acquire at least eight credits in a foreign language subject (Ministry of Education, 1978). Chinese college students are required to take at least two years of a foreign language, while graduate students should master two foreign languages.

Comparing to college students of some other countries, American students have been left behind academically and intellectually in foreign language studies. This deficiency negatively affects students' capacity in filling up the "human gap", the difference between the complex world and the inability to deal with it. Lack of a foreign language has already limited Americans' capacity or organization to seize the opportunities which were presented by world markets and conditions (New York Education Department, 1980). Since the National Defense Education Act in 1958, foreign language study has alerted a major concern among educators. Till now, it remains an issue. This phenomenon demonstrates a recognition that critique of education

issue without concrete action for change will not serve the purpose for change. To improve foreign language studies in American education, it is not secure to depend on students' interests and consciousness. A foreign language requirement should be promulgated for all college students at the national level. This requirement would demand of students a serious commitment of time and effort. Nevertheless, acquiring proficiency in a second language is not merely mastering a skill, but has substantial domestic implication beyond the intellectual bounds. In the process of a foreign language learning, the student is able to know the culture in which the language is spoken, gain awareness and understanding of the diversity of ideas, culture, people and the human societies, and in the end, to endow the students with the capacity to be an effective citizen in this multi-cultural society and world.

As discussed in the preceding section, most of the public institutions have made some internationalization efforts over the past five years. The existing programs and on-going activities could help their students gain a basic understanding of international education. Furthermore, it is important to introduce students to methods of using the information and the understanding from classroom teaching so as to promote their intellectual development. To increase students' problem solving capacities, participation and involvement in public activities through research projects, internships, and study abroad programs are ideal strategies (Lamy, 1987). With respect to this view, the result of this research indicated a major deficiency. A great percentage of the institutions were not physically or organizationally prepared to mobilize teacher education students to approach international topics and issues, nor did more than half of the institutions have any study-abroad programs. Yet, knowledge and comprehension acquired from classroom instruction is of limited meaning without

application and integration into the real lives of students.

In the process of educating students with a global perspective, faculty members play an essential role because they have the most direct interaction with students. To a great degree, they would acquaint students with their own perceptions and understanding of international education in one way or another, intentionally or unintentionally. Fostering global perspectives among faculty members and motivating them to become involved in international education should, therefore, be given priority in the institutional agenda for the internationalization of their teacher educators' training. This research revealed that various forms of incentives have been organized by some of the institutions to encourage their faculty to join in the internationalization efforts for teacher education. Nevertheless, one-third of the institutions surveyed in this study had done nothing to this end. Among the other two-thirds, faculty improvement leaves were the primary form of faculty incentive. Obviously, few choices are provided for faculty members to contact international education, let alone burst their expertise.

It is reiterated that international education is not merely a haphazard collection of information about various global issues. The objectives of international education are to enhance global perspectives among people, and change their attitudes toward problems and issues that cut across national boundaries. The objectives won't be accomplished by simply taking one or two courses at school. Teacher education institutions should regard accomplishment of these objectives as a long-term task and penetrate the objectives in curriculum design for every discipline.

Since most of in-service teachers have "too much to accomplish for too many students with too few resources in too little time and too fast a pace (Tye, 1992, p.

12)”, their motivation and interests in international education, if they have, would fade. Collaborations between teacher education institution and school has significant impact on increasing school teachers’ recognition of and interests in international education. The previous practice by the participating institutions in this study did not evidence such an effort. This, once again, indicates the lack of commitment to international education by these public teacher education institutions.

When Eisner (1992) reviewed American educational reform, he questioned why the major features of school remained largely the same as they were despite all of reform efforts. He emphasized the importance of school ecology in making changes. In development of international education, this is the same case. Ecology of public teacher education institutions determines the future of international education at both teacher education institutions and local schools. Without supportive environment constituted by every one’s commitment, international education will not go beyond rhetoric and superficial tinkering.

Recommendations for Teacher Colleges in Internationalization Effort

This research revealed that internationalization efforts in teacher education in public institutions is generally far from satisfactory in many areas, despite eager cries for improvement in international education for the entire nation from early childhood education to graduate schools. Based on the research findings, this research arrives at three recommendations.

1) Institutions are recommended to highlight international education not only as fashionable rhetoric in a mission statement at teacher education college, but also in

their policy formulation and implementation. Central to this recommendation is the administration's role in the promotion of international education on their campus. The close attention and sincere interest of administrators will exert a profound impact on expanding international education activities and enhancing global perspectives among faculty and students. At each college, dean or associate dean should be directly involved in the international education activities. He/She should chair a committee that focuses on the improvement of international education at the college either through curriculum innovations or through such type of activities as seminars, international study organization so as to share and enhance global perspectives among faculty and students. In addition, the road leading to an appreciation of the need for international education within the existing curriculum was rough and marked by inertia, conservatism, and some political consideration (Clausen & Bermingham, 1987). Administrators' involvement in and support for international education would help smooth this kind of "hurdle", and speed up the development of international education at their college.

2) Budget constraints faced by every institution, time limit and human resource shortage necessitate our viewing travel abroad as an important but not necessarily a central approach to acquaintance with the world and international issues. Diverse cultural milieu in this nation can be taken advantage of in most classrooms. Indeed, as was discussed before, international education differs from multi-cultural education in certain aspects. International education is concerned with cross-cultural understanding, and cooperation in solving world problems. It attempted to foster a global perspective. Multi-cultural education pertains to domestic multi-ethnic issues. It aims at promoting national unity out of cultural diversity. A common goal, however,

exists in these two disciplines. That is to assist people in changing their attitudes so as to eliminate ethnocentrism among them. Professionals who work on international education should, therefore, join hands with multi-cultural educators to internationalize teacher education programs in their colleges.

3) Despite the exploration of diversified internationalization strategies by the majority of institutions, uneven development among the remaining institutions studied is worthy of note. The on-going programs carried out by the active institutions should be exchanged among the institutions. Advanced technology, such as networks through computers, should be used to foster the exchange, and expand and strengthen the existing efforts made by the active institutions. Such exchanges will facilitate the exploration of alternative forms in each college, and should enlighten the inactive institutions.

Recommendations for Future Researchers

Based on this research, two recommendation are made for future researchers.

1) Further study should concentrate on one of the areas related to international education. That is, one area should be chosen among the areas of curriculum modification, faculty development, and resource development. Focused study can facilitate identification of typical and concrete issues in separate areas, so as to allow for a thorough exploration of solutions to the issues in the specific area.

2) A nationwide comprehensive survey should be conducted with all the universities, private and public, so as to have an overall portrait of the status of internationalization efforts in teacher education programs around the United States, as

well as to facilitate comparison of the efforts made at the national level and at the institutional level.

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APPENDIX A. SURVEY INSTRUMENT

I. Demographic Information

1. My institution is located in the region of
 - a. ___ Northeast (ME, NH, VT, NY, MA, RI, CT, PA, MD, DE, NJ, DC)
 - b. ___ Southeast (VA, WV, KY, TN, NC, SC, MS, LA, AR, GA, AL, FL)
 - c. ___ Midwest (OH, IN, IA, IL, MI, MN, MO, KS, NE, ND, SD, WI)
 - d. ___ Southwest (TX, NM, OK, AZ)
 - e. ___ Rocky Mountain (ID, MT, WY, UT, CO, NV)
 - f. ___ Pacific Region (WA, OR, CA, HI, AK)

2. My institution is located in
 - a. ___ A small city with population less than 50,000
 - b. ___ A city with population between 50,000 - 100,000
 - c. ___ A big city with population over 100,000
 - d. ___ An urban area of a big city
 - e. ___ A suburb of a big city
 - f. ___ A rural area

3. The size of the student body in my college for the academic year 1990-91 was
 - a. ___ under 500
 - b. ___ 500-999
 - c. ___ 1,000-1,499
 - d. ___ 1,500-1,999
 - e. ___ 2,000-2,499
 - f. ___ over 2,500

4. The student population in my university for the academic year 1990-91 is
 - a. ___ under 10,000
 - b. ___ 10,000-19,999
 - c. ___ 20,000-29,999
 - d. ___ 30,000-39,999
 - e. ___ over 40,000

5. The number of international students in my university for the academic year 1990-91 was
 - a. ____ under 100
 - b. ____ 100-299
 - c. ____ 300-499
 - d. ____ 500-799
 - e. ____ 700-999
 - f. ____ over 1,000

6. The number of international students in my college for the academic year 1990-91 was
 - a. ____ under 20
 - b. ____ 20-29
 - c. ____ 50-74
 - d. ____ 76-100
 - e. ____ Over 100

II. Commitment of Institutions

7. Is international studies policy highlighted in the mission of your university?

____ Yes ____ No

If Yes, the policy is

 - a) ____ institution-wide
 - b) ____ applicable only to my school/college

8. Educating students for an international perspective is
 - a) ____ done extensively by my college
 - b) ____ done somewhat by my college
 - c) ____ not done at all by my college

9. In your college, is there a center or any organization for conducting international research?

____ Yes ____ No

If Yes, please identify the particular areas(s) it emphasizes

- a) -----
- b) -----
- c) -----
- d) -----

10. Has your college or university had a sister- college relationship with one or more foreign institutions during the past 5 years?

---- Yes ---- No

If Yes, what activities were involved in the relationship:

- a) ---- exchange of scholars
- b) ---- exchange of students
- c) ---- mutual research/project(s)
- d) ---- list, if others

11. In your college, is there any organization for teacher education students to enhance their global perspective?

---- Yes ---- No

If Yes, please indicate how many students participate in this organization

- a) ---- 1-25
- b) ---- 26-50
- c) ---- 51-75
- d) ---- 76-100
- e) ---- over 100

III. Curriculum Modification

13. How many courses are offered in your college that are directly concerned with international education objectives and content are offered in your college?

- a) ---- one
- b) ---- two
- c) ---- three
- d) ---- four
- e) ---- five or more

14. How many new courses related to international education were offered in your college within the last 3 years?
- a) ---- one or two
 - b) ---- three
 - c) ---- four
 - d) ---- five or more
15. Please list the emphases of the course(s):
(Check all that apply)
- a) ---- comparative study
 - b) ---- cross-cultural studies
 - c) ---- area studies
 - d) ---- global education policies
 - e) ---- global issues
 - f) ---- international affairs
 - g) ---- international development studies
 - h) ----- other (please specify)
16. Please check the goal(s) that the course(s) intend to achieve
(check all that apply)
- a) ---- To recognize global interdependence
 - b) ---- To understand the importance of human resources, values, and culture
 - c) ---- To identify life-long methods to preserve natural resources and environment
 - d) ---- To develop, apply, and evaluate alternative methods of conflict resolution and conflict management
 - e) ---- To realize the unintended long-term consequences of human activities and the fact that human choice largely determine the future
17. What are the objectives stated in the course(s) syllabus
(check all that apply):
- a) ---- To gain the knowledge of global system, issues and history
 - b) ---- To acquire a global perspective
 - c) ---- To change attitudes, such as appreciation of other cultures, curiosity, self-respect, etc.

- d) ____ To develop skills of enquiry, reasoning, cooperation,
and social and political skills
- e) _____ Other (please specify)

18. Do you think the content of the course(s) is consistent with
the above goals and objectives?
- a) ____ very much
b) ____ somewhat
c) ____ very little
19. How many courses relating to international education are
required of undergraduate students majoring in teacher
education to take?
- a) ___ none
b) ___ one
c) ___ two
d) ___ three or more
20. How many course relating to international education are
required of graduate students who major in teacher education
to take?
- a) ___ none
b) ___ one
c) ___ two
d) ___ three or more
21. Does your college require students to learn at least one
foreign language?
____ Yes ____ No
22. Does your college offer any program for teacher education
students to study outside the U.S.?
____ Yes ____ No
- If Yes, what type of programs are offered
(check all that apply):
- a) ____ student exchange
b) ____ teaching abroad

- c) ____ site tour
- d) ____ internship
- e) ____ other (please specify)

23. If yes, how many of your students have been involved in such a program in the past five years? (Use your best estimate)

- a) ___ 1-10
- b) ___ 11-30
- c) ___ 31-50
- d) ___ 51-100
- e) ___ more than 100

IV. Faculty Development

24. How would you describe the support for faculty development in international education from your administrators?

- a) ___ Excellent
- b) ___ Above average
- c) ___ Average
- d) ___ Below average
- e) ___ None

25. To what extent do faculty members share a commitment to the development of global perspectives among their students?

- a) ____ a great deal
- b) ____ sometimes
- c) ____ rarely
- d) ____ none

26. Do you have any form of incentive in your college to motivate faculty to be involved in international education and to foster a global perspective?

- a) ____ Nonexistent
- b) If Yes, they are in the form of
 - ____ award(s)
 - ____ grants
 - ____ both awards and grants/funds
 - ____ faculty improvement leaves

----- other (please specify)

27. If your college faculty are involved in international education in any of the following ways, please indicate the approximate number involved in each during the past five years.
- a) ----- membership in international organizations
 - b) ----- attendance at conferences outside the U.S.
 - c) ----- presentation at conferences related to international education
 - d) ----- research conducted in the area of international education
 - e) ----- visiting scholar(s) outside the U.S.
28. Does your college collaborate with local schools to help elementary or secondary teachers infuse international education into the classroom?
- Yes ----- No
- In what form does the collaboration occur
(check all that apply)?
- a) ----- formal agreement
 - b) ----- periodic meeting(s)
 - c) ----- summer training
 - d) ----- exchange(s)
 - e) ----- other (please specify)

30. How many visiting scholars from outside the U.S. have been invited to your college during the past five years? (Provide best estimate)
- a) --- None
 - b) ----- 1-10
 - c) ----- 11-30
 - d) ----- 31-50
 - e) ----- more than 50
31. In what ways do these visiting scholars help your college enhance its international perspective?

(check all that apply)

- a) ____ make presentations
- b) ____ conduct a seminar
- c) ____ teach classes
- d) ____ conduct cooperative research
- e) ____ interact informally with faculty and students
- f) _____ other (please specify)

V. Resource Development

32. What are the primary teaching/learning resources or materials that the faculty in your college use in their teaching of international education? (You can check more than one item)
- a) ____ professional meetings or workshops
 - b) ____ national newsletters in the field
 - c) ____ international education center in your college or university
 - d) ____ exchange projects
 - e) ____ international students and scholars
 - f) ____ library and media resource center
 - g) _____ other (please specify)

33. What has your college done in the past five years to support international education?
- a) ____ increase staff and general expenses for international education programs and services
 - b) ____ kept staff and general expenses for international education programs and services at the same level
 - c) ____ decrease staff and general expenses for international education program and services
34. Check all of the following types of resources used in your college for international education.
- a) ____ student exchange
 - b) ____ teacher exchange
 - c) ____ sister city(state) programs
 - d) ____ foreign college students
 - e) ____ visiting scholars

- f) ____ newspaper/periodical
- g) ____ local community persons
- h) ____ college/university faculty
- i) ____ world affairs councils
- j) _____ other (please specify)

35. What outside or supplementary funding sources have been used by your college in the past five years to support international education (check all that apply)?

- a) ____ the university
- b) ____ the local community
- c) ____ the state
- d) ____ federal agencies
- e) ____ the Fulbright-Hays Program
- f) ____ private organization(s)
- g) _____ other (please specify)

36. To what extent are the current resources in your college for international education being utilized?

- a) ____ very much
- b) ____ somewhat
- c) ____ very little
- d) ____ none

Do you want a copy of summary of the findings from this study?

____ YES ____ NO

Comments: _____

APPENDIX B. COVER LETTER

July 5, 1991

Dear Survey Participant(s):

This questionnaire is to investigate the status of international education at teachers college or school of education in land-grant and state universities. Hopefully, the findings from this study will be helpful in improving international education for teacher education in public higher education institutions.

Please spare some of your precious time to respond to this questionnaire. In order to make the results of this study representative, your participation is greatly appreciated.

You can be assured of complete confidentiality. Your individual response and viewpoints will be kept confidential and the research will not use any identity of your institution. After the data is coded for statistical purpose, all of the responses will be destroyed.

The questionnaire booklet with return address has been pre-paid. After responding to the questions, you just need to seal the booklet by scotch tape and deposit it in the nearby mailbox. If you are not able to participate in this study for some special reason, please return the blank questionnaire. Please return your questionnaire by August 16th.

If you are interested in the findings from this study and indicate it at the end of the questionnaire, we will surely send you a copy of the summary of this study.

Thanks a lot for your cooperation and assistance.

Sincerely,

William D. Wolansky
Professor & Coordinator
International Education Program

Jing-qiu Liu
Graduate student
Higher Education

APPENDIX C. FOLLOW-UP LETTER

October 9, 1991

Dear survey participant:

We are sorry that by now we haven't received your response to the second questionnaire that we sent to you at the end of August. In case you misplaced it somewhere or could not find it, please find another copy of the questionnaire. It will be greatly appreciated if you would sacrifice a few minutes of your precious time to fill in the questionnaire and mail it back to us.

The purpose of this study is to assess the international educational activities currently carried out at your college of education or school of education within land-grant or state universities. Your participation is very important for the optimum representation for this study. The success of this study depends on professionals like you.

It will be greatly appreciated if you can return the questionnaire to us by October 20th.

Thank you again.

Sincerely,

William D. Wolansky
Professor & Coordinator
International Education Programs

Jing-qiu Liu
Graduate student
Higher Education